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FORDHAM UNIVERSITY
BULLETIN

CATALOGUE OF

FORDHAM COLLEGE

(FORDHAM ROAD—BRONX)

1937-1938

WITH ANNOUNCEMENTS FOR 1938-1939

FORDHAM UNIVERSITY
EAST FORDHAM ROAD—NEW YORK, N. Y.

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Published for FORDHAM UNIVERSITY
by FORDHAM UNVERSITY PRESS
East Fordham Road, New York, N. Y.

DFC-08-81-hsss

University Charter

The original Charter of Fordham University was approved under the Seal of the Secretary of State at Albany, New York, April 10, 1846. From it the following is quoted:

"The People of the State of New York represented in Senate and Assembly do enact as follows:

"Jacob Harvey, Peter Hargous, John McKeon, James R. Bayley, John Harley, John McCloskey, William Starrs, Hugh Kelly and David Bacon and their successors are hereby constituted a body corporate by the name of St. John's College, Fordham; the said corporation to be in all respects an university, and its object the promotion of education. The said corporation shall have perpetual succession with power to sue and be sued, to make and use a common seal, and alter same at pleasure.

"The said corporation may grant to students under its charge diplomas or honorary testimonials in such form as it may designate. It may also confer such literary honors, degrees and diplomas as are usually granted by any university, college or seminary of learning in the United States.

"Diplomas granted by the said corporation shall entitle the possessor to the immunities and privileges allowed by usage or statute to the possessors of like diplomas from any college or seminary of learning in the State."

On March 7, 1907, an amendment was made to the College Charter by the following act of the Regents:

UNIVERSITY OF THE STATE OF NEW YORK

Amendment to Charter of St. John's College, Fordham

Having received a petition made in conformity to law and being satisfied that public interests will be promoted by such action, the Regents, by virtue of the authority conferred on them, hereby amend the charter of St. John's College, Fordham, by changing its corporate name to

FORDHAM UNIVERSITY

And giving to its Medical department the name of FORDHAM UNIVERSITY, SCHOOL OF MEDICINE; to its Law department the name of FORDHAM UNIVERSITY, SCHOOL OF LAW; and to its Collegiate department the name of FORDHAM UNIVERSITY, ST. JOHN'S COLLEGE.

In witness whereof, the Regents grant this amendment to charter No. 1808, under seal of the University, at the Capitol in Albany, March 7, 1907.

ST. CLAIR MCKELWAY,
Vice-Chancellor.

A. S. DRAPER,
Commissioner of Education.

Recorded and took effect 2.30 p. m., March 7, 1907.

An amendment was made to the above charter, November 19, 1931, changing the name of the Collegiate department to FORDHAM COLLEGE.

CATALOGUE OF
FORDHAM COLLEGE (BRONX)
FORDHAM UNIVERSITY

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Calendar for 1938

JANUARY

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Calendar for 1939

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Academic Calendar

1938

Sept. 12	Monday	Opening of Classes for Freshmen and Sophomores. Schola Brevis for Freshmen at 9 A.M.; for Sophomores at 10 A.M. Resident Freshman and Sophomore students report Sunday, September 11 before 6 P.M. Freshman Week. Examinations for the removal of conditions for upper classes.
Sept. 13	Tuesday	Resident Junior students report before 8 P.M. Freshman Week. Examinations for the removal of conditions for upper classes.
Sept. 14	Wednesday	Opening of Classes for Juniors. Schola Brevis at 10 A.M. Freshman Week. Examinations for the removal of conditions for upper classes.
Sept. 15	Thursday	Freshman Week. Examinations for the removal of conditions for upper classes.
Sept. 16	Friday	Freshman Week. Examinations for the removal of conditions for upper classes.
Sept. 19	Monday	Opening of Classes for Seniors. Schola Brevis at 10 A.M.
Sept. 26	Monday	Solemn Mass of the Holy Ghost. Prize Day for Undergraduates. College Societies and Organizations reorganize.
Oct. 12	Wednesday	Columbus Day. Holiday.
Oct. 18	Tuesday	Opening of Annual Retreat.
Oct. 21	Friday	Close of Annual Retreat.
Nov. 1	Tuesday	Feast of All Saints. Holiday.
Nov. 8	Tuesday	Election Day. Holiday.
Nov. 11	Friday	Armistice Day. Holiday.
Nov. 18	Friday	Minor Logic Specimen. End of First Quarter.
Nov. 24	Thursday	Thanksgiving Day. Thanksgiving Holidays to Monday, November 28.
Dec. 8	Thursday	Feast of the Immaculate Conception. Holiday.
Dec. 15	Thursday	Presentation of Annual Play.
Dec. 16	Friday	Presentation of Annual Play.
Dec. 21	Wednesday	Christmas Holidays begin.

1939

Jan. 4	Wednesday	Christmas Holidays end. Classes resumed at 9 A.M.
Jan. 9	Monday	General Repetitions begin.
Jan. 13	Friday	End of Second Quarter.
Jan. 16	Monday	Annual Oratorical Contest.
Jan. 19	Thursday	Examinations for First Semester begin.
Jan. 30	Monday	Semester Holiday.
Jan. 31	Tuesday	Second Semester begins.
Feb. 8	Wednesday	Solemn Mass of St. Ignatius. Reading of Marks for First Semester.
Feb. 13	Monday	Lincoln's Birthday. Holiday.
Feb. 17	Friday	Annual Varsity One-Act Play Contest.
Feb. 22	Wednesday	Ash Wednesday. Washington's Birthday. Holiday.
Mar. 7	Tuesday	Annual Glee Club Concert.
Mar. 10	Friday	End of Third Quarter.
Mar. 17	Friday	St. Patrick's Day. Holiday.
Mar. 31	Friday	Annual Philosophical Disputation.
Apr. 3	Monday	Seniors' Retreat.
Apr. 5	Wednesday	Easter Holidays begin.
Apr. 17	Monday	Easter Holidays end. Classes resumed at 9 A.M.
Apr. 30	Sunday	Parents' Day for Freshmen. Freshman One-Act Play Contest.
May 8	Monday	General Repetitions begin.
May 11	Thursday	Freshman Public Speaking Contest. End of Fourth Quarter for Seniors.
May 12	Friday	Rector's Day. Holiday. Feast of St. Robert Bellarmine.
May 15	Monday	Senior Examinations begin.
May 17	Wednesday	Sodality Mass and Reception. R.O.T.C. Demonstration Drill.
May 18	Thursday	Ascension Thursday. Holiday.
May 19	Friday	End of Fourth Quarter for Juniors, Sophomores and Freshmen.
May 30	Tuesday	Decoration Day. Holiday.
June 1	Thursday	General Examinations begin.
June 11	Sunday	Baccalaureate Exercises.
June 13	Tuesday	Fordham College Commencement.
June 14	Wednesday	University Commencement.

Opening of College, Scholastic Year, 1939-1940

Sept. 18	Monday	Opening of Classes for Freshmen and Sophomores.
Sept. 20	Wednesday	Opening of Classes for Juniors.
Sept. 25	Monday	Opening of Classes for Seniors.

Expenses

(*Note: All fees, unless otherwise noted, are for the whole scholastic year.*)

Tuition	$250.00
Registration fee (payable once)	5.00
Student activities fee	30.00
Athletic fee	20.00
Freshman Equipment	5.00
Laboratory fee for Physics	20.00
" " " Biology	25.00
" " " Chemistry, Inorganic	20.00
" " " " Qualitative	25.00
" " " " Quantitative	20.00
" " " " Organic	25.00
" " " " Physiological	20.00
Breakage deposit for Physics	10.00
" " " Biology	10.00
" " " Chemistry, each course	25.00
Condition examinations, each subject	2.00
Fee for late registration	5.00
Extra courses, per credit point	7.50
Graduation fee	20.00
Fee for first record of student's work for any year	1.00
Fee for additional records	2.00
ADDITIONAL EXPENSES FOR RESIDENT STUDENTS	
Board and Resident Facilities[1]	400.00
Furnished Room and Attendance:	
St. John's Hall—Upper Classmen only—	
Suite of three rooms (two students, each)	250.00
Single room (two students, each)	160.00
Other Residence Halls—	
Single room, with running water (two students, each)	160.00
Single room, without running water (two students, each)	135.00
Attendance in College Infirmary, per day[2]	2.00
Post Office Facilities[3]	3.00

All charges are payable half-yearly in advance *i. e.*, on or before the 1st of October and on or before the 1st of February.

All non-resident students will be required to make a payment of $50 on account for the first semester fees on or before September 1, 1938.

[1] Laundry must be cared for by students.

[2] The use of room in the college infirmary with attendance does not include professional services.

[3] One dollar returnable at end of year.

For resident students the amount of this payment will be $150.

The balance of the first semester bill is payable on or before October 1, 1938.

The second semester fees are payable in full on or before February 1, 1939.

No deduction will be made on account of withdrawal before the end of a semester, except in case of sickness or dismissal.

Books, stationery, etc., may be obtained at the college at current prices; they will not, however, be furnished by the college unless a deposit for this purpose be made with the Treasurer.

Such deposit should be made at the time of registration.

No money will be advanced to any student beyond the amount deposited for him with the Treasurer.

No student will be allowed to take examinations, nor receive any degree, diploma, or certificate whatsoever until his financial accounts have been previously and satisfactorily settled.

Regulations for Resident Students

All students in the college who do not reside at home, or with immediate relatives, or with guardians, are required to reside in the University Residence Halls.

No resident student will be permitted to follow any course or courses which will in any way interfere with any study period in the college.

Room reservations must be accompanied by a deposit of ten dollars ($10.00). This deposit is credited on the First Semester statement. No applications will be received for rooms for less than one scholastic year. The approval of the application makes the student responsible for the room for the entire year. Rooms will be assigned in the order in which the application with the required deposit is received.

Students in residence must make application for rooms for the following year before June 1, which application must be accompanied by the room deposit of ten dollars ($10.00).

The right to a room for which a deposit has been made expires if the room is not occupied the evening before the opening of classes.

In case a student who has made a deposit decides not to enter the college, he should send notification before September 1. After that date no deposits will be returned.

Resident students will not be allowed to remain at the college during the Christmas and Easter holidays.

Historical Statement

Fordham University, New York, began as St. John's College. It was founded by Archbishop Hughes upon the old Rose Hill Farm at Fordham, and formally opened on St. John the Baptist's Day, June 24, 1841. On April 10, 1846, an act of incorporation was passed by the New York Legislature, granting the College the power to "confer such literary honors, degrees or diplomas as are usually granted by any university, college or seminary of learning in the United States."

For the first five years of its existence the College was conducted by the diocesan clergy of New York, but in June 1846, the property was purchased by the Fathers of the Society of Jesus. Since then the institution has been under the direction of the Jesuits.

On June 21, 1904, with the consent of the Regents of the University of the State of New York, the Board of Trustees authorized the opening of the Schools of Law and Medicine. The first classes in both of these departments were begun in the fall of 1905.

In 1911, the College of Pharmacy was opened, and in 1916 the Graduate School, Teachers College and the School of Social Service. The Medical School was discontinued in 1921. The latest departments are the Summer School, the Manhattan Division of Fordham College and the School of Business.

Fordham College, Bronx, the College of Pharmacy, the Graduate School, and the Summer School are at Fordham Road, Bronx, New York City; all the other departments and some courses of the Graduate School are in the Woolworth Building, 233 Broadway, New York City.

Colleges of Arts and Sciences at St. Andrew-on-Hudson, Poughkeepsie, N. Y.

In 1935-1936, Fordham University, by an inter-institutional arrangement, integrated with Fordham College the college department of the Seminary of St. Andrew-on-Hudson, Poughkeepsie, N. Y. This relationship establishes the college department of St. Andrew-on-Hudson as an integral, academic part of the College of Arts and Sciences of Fordham University. The faculty and students of St. Andrew-on-Hudson thereby become the faculty and students of Fordham College. The college at St. Andrew-on-Hudson is administered by

an Associate Dean and the courses offered are the same as those taught at Fordham College. Admission is limited to student-members of the Society of Jesus.

On March 14, 1936, the State Education Department of The University of the State of New York approved and registered the academic integration described above.

Officers

1937-1938

The Rev. Robert I. Gannon, S.J.
President

The Rev. Charles J. Deane, S.J.
Vice-President and Dean of Studies

The Rev. Thomas C. Hughes, S.J.
Assistant Dean for Freshmen

The Rev. John W. Tynan, S.J.
Dean of Discipline

The Rev. Joseph T. Keating, S.J.
Treasurer

The Rev. Leo F. Fey, S.J.
Assistant Treasurer

Christopher M. Waldorf, A.B.
Bursar

Thomas A. Reilly, A.B., LL.B.
Registrar

The Faculty

1937-1938

CORNELIUS M. AHEARN, *Instructor in Accounting.*
B.A., Fordham University; M.S., Columbia University.

DANIEL J. AHEARN, JR., *Assistant Professor of Economics.*
B.A., LL.B., Fordham University; J.S.D., New York University; M.A., Columbia University.

REV. JOSEPH ASSMUTH, S.J., *Professor of Biology.*
Ph.D., University of Berlin.

REV. LAWRENCE S. ATHERTON, S.J., *Assistant Professor of Latin.*
B.A., M.A., Boston College.

WALTER L. BATTEN, *Instructor in Philosophy.*
B.A., LL.B., Fordham University.

RALPH L. BERUBE, *Assistant Professor of French.*
B.S., Bates College; M.A., Columbia University.

EDMUND F. BOWEN, *Lecturer in Accounting.*
C.P.A., New York.

REV. TERENCE J. BOYLE, S.J., *Assistant Professor of Religion.*
B.A., Fordham University; M.A., Woodstock College.

JAMES F. BRADY, JR., *Instructor in Classics.*
A.B., M.A., Fordham University

CHARLES T. BRODERICK, *Instructor in Philosophy.*
A.B., Fordham University.

REV. EDWARD B. BUNN, S.J., *Associate Professor of Philosophy.*
B.A., Loyola College, Baltimore; M.A., Woodstock College; Ph.D., Gregorian University.

GERALD J. CARROLL, *Attending Physician.*
M.D., Fordham University School of Medicine.

LEOPOLD R. CERECEDO, *Professor of Biochemistry.*
Ph.D., University of Munich.

VINCENT F. CLANCY, *Instructor in Physical Training.*
B.A., Fordham University.

Rev. John J. Colligan, S.J., *Associate Professor of Philosophy and Professor of Religion.*
B.A., Holy Cross College; M.A., Woodstock College; Ph.D., Gregorian University.

Rev. John J. Coniff, S.J., *Instructor in Philosophy and Religion.*
B.A., Loyola College, Baltimore; M.A., Boston College.

Francis X. Connolly, *Associate Professor of English.*
B.A., M.A., Ph.D., Fordham University.

John V. Connorton, *Instructor in History.*
B.A., M.A., Fordham University.

William J. Conway, *Assistant Professor of Chemistry.*
B.S., University of Notre Dame; M.A., Columbia University; Ph.D., Fordham University.

Rev. Ignatius W. Cox, S.J., *Professor of Philosophy.*
B.A., M.A., Woodstock College; Ph.D., Fordham University and Gregorian University.

J. Gerard Cregan, *Instructor in English.*
B.A., M.A., LL.B., Fordham University; J.S.D., New York University.

Rev. David C. Cronin, S.J., *Professor of Philosophy and Assistant Professor of Religion.*
B.A., M.A., Dublin University; Ph.D., Gregorian University.

Rev. Francis P. Donnelly, S.J., *Professor of English.*
B.A., M.A., Woodstock College; Litt.D., Fordham University.

Basile G. D'Ouakil, *Assistant Professor of Modern Languages.*
B.A., M.A., Ph.D., Fordham University; LL.B., Brooklyn Law School; Officier d'Académie.

John C. Duffy, *Assistant Professor of Classics.*
B.A., Fordham University; M.A., Columbia University.

Rev. John F. Dwyer, S.J., *Instructor in Religion.*
B.A., Boston College; M.A., Gonzaga University.

Rev. Theodore T. Farley, S.J., *Associate Professor of Philosophy and Religion.*
B.A., M.A., Woodstock College; Ph.D., Gregorian University.

William T. Farley, *Instructor in Philosophy.*
B.A., Fordham University.

*Rev. Matthew J. Fitzsimons, S.J., *Associate Dean and Associate Professor of English.*
B.A., M.A., Woodstock College.

*College of Arts and Sciences, St. Andrew-on-Hudson, Poughkeepsie, N. Y.

James Forbes, *Instructor in Biology.*
B.S., M.S., Ph.D., Fordham University.

Richard J. Foy, *Instructor in History.*
B.A., Fordham University.

Werner Freudenberg, *Associate Professor of Chemistry.*
Ph.D., University of Heidelberg.

Rev. I. Leo Hargadon, S.J., *Faculty Director of University Library.*
B.A., Loyola College, Baltimore; M.A., Woodstock College.

John P. Hayes, *Instructor in Physical Training.*
B.A., Fordham University.

Douglas J. Hennessy, *Assistant Professor of Chemistry.*
B.S., M.S., Ph.D., Fordham University.

William J. Hirten, *Assistant Instructor in German.*
B.A., Fordham University.

William P. Hurley, *Assistant Professor of Physics.*
B.S., M.S., Fordham University.

Walter A. Hynes, *Associate Professor of Chemistry.*
B.A., M.S., Sc.D., Fordham University.

Albert F. Kaelin, *Assistant Professor of German.*
B.A., M.A., Fordham University.

Gerald Kernan, S.J., *Instructor in English.*
B.A., M.A., Gonzaga University.

Major Joseph P. Kohn, C.A.C., U.S.A., *Professor of Military Science and Tactics.*
B.S., Syracuse University.

George H. Leonard, *Instructor in English.*
B.A., LL.B., Fordham University.

Gabriel M. Liegey, *Assistant Professor of Classics.*
B.A., M.A., LL.B., Fordham University.

Rev. J. Joseph Lynch, S.J., *Associate Professor of Physics.*
B.A., M.A., Woodstock College.

William A. Lynch, *Professor of Physics.*
B.A., Sc.M., Ph.D., New York University.

Harold J. McAuley, *Instructor in English and Public Speaking.*
B.A., LL.B., Fordham University.

James H. McCabe, *Instructor in English.*
B.A., Fordham University.

SAMUEL D. MCCLELLAND, *Instructor in Philosophy.*
B.S., M.A., Fordham University.

*REV. HENRY A. MCGARVEY, S.J., *Professor of Classics.*
B.A., M.A., Woodstock College.

THOMAS MCHUGH, *Instructor in English.*
B.A., LL.B., Yale University.

WILLIAM T. MCNIFF, *Assistant Professor of Physics.*
B.A., Holy Cross College; M.A., Fordham University.

REV. ALOYSIUS R. MACK, S.J., *Assistant Professor of Religion.*
B.A., M.A., Woodstock College.

JOHN F. MAHONEY, *Lecturer in Accounting.*
B.S., Cooper Union; C.P.A., New York and Connecticut.

REV. THOMAS H. MOORE, S.J., *Associate Professor of Religion.*
B.A., M.A., Woodstock College; S.T.D., Gregorian University.

REV. JOSEPH B. MUENZEN, S.J., *Assistant Professor of Chemistry.*
B.A., M.A., Woodstock College; Ph.D., Fordham University.

JAMES A. MULLEN, *Assistant Professor of Biology.*
B.S., M.S., Ph.D., Fordham University.

REV. HAROLD MULQUEEN, S.J., *Associate Professor of Philosophy and Religion.*
B.A., Fordham University; M.A., Woodstock College; Ph.D., Gregorian University.

MAJOR JOHN G. MURPHY, C.A.C., U.S.A., *Professor of Military Science and Tactics.*
B.S., Manhattan College.

JOSEPH S. MURPHY, *Assistant Professor of Latin.*
B.A., M.A., Fordham University.

*REV. JOHN B. MURRAY, S.J., *Assistant Professor of German.*
B.A., M.A., Boston College.

MARIO J. NARDELLI, *Assistant Professor of Mathematics.*
B.S., Fordham University; M.A., Columbia University.

REV. JOSEPH E. NOLAN, S.J., *Instructor in Latin and Religion.*
B.A., St. Francis Xavier College; M.A., Woodstock College.

JAMES J. O'BRIEN, *Instructor in French.*
B.A., Holy Cross College.

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*College of Arts and Sciences, St. Andrew-on-Hudson, Poughkeepsie, N. Y.

Rev. Joseph A. O'Connor, S.J., *Instructor in Greek.*
B.A., M.A., Woodstock College.

John G. O'Hara, *Instructor in Philosophy.*
B.A., M.A., Fordham University.

Joseph V. O'Neill, *Assistant Professor of Business Law.*
B.A., Holy Cross College; LL.B., Fordham University.

Edmund V. O'Sullivan, *Instructor in French.*
B.A., Fordham University.

William M. Partlan, *Instructor in Mathematics and Economics.*
B.A., M.A., Fordham University.

*Rev. John P. Porter, S.J., *Instructor in History.*
B.A., M.A., Boston College.

Rev. Francis W. Power, S.J., *Associate Professor of Chemistry.*
B.A., Holy Cross College; M.A., Clark University; Sc.D., Fordham University.

Rev. William X. Quilty, S.J., *Instructor in Classics and Religion.*
B.A., Fordham University; M.A., Woodstock College.

William J. Roehbenbeck, *University Librarian.*
B.A., St. Peters College; B.L.S., Columbia University.

Donald J. Ryan, *Instructor in English and Public Speaking.*
B.A., Fordham University; M.A., Columbia University.

Rev. Robert L. Ryan, S.J., *Instructor in Religion.*
B.A., M.A., Woodstock College; S.T.D., Gregorian University.

Paul T. Sayers, *Instructor in Philosophy.*
B.A., Fordham University.

Francis A. Schaefer, *Assistant Professor of Education.*
B.A., M.A., Ph.D., Fordham University.

Albert L. Scheibelhut, *Instructor in Mathematics and German.*
B.A., LL.B., Fordham University.

William T. Shields, *Assistant Professor of Economics.*
B.A., Holy Cross College.

*Rev. Francis A. Sullivan, S.J., *Professor of Greek.*
B.A., M.A., Woodstock College; Ph.D., Johns Hopkins University.

Rev. James A. Taaffe, S.J., *Professor of English.*
B.A., M.A., Woodstock College.

Samuel F. Telfair, Jr., *Assistant Professor of History.*
B.A., University of North Carolina; M.A., Fordham University.

*College of Arts and Sciences, St. Andrew-on-Hudson, Poughkeepsie, N. Y.

FRANCIS J. TOMEDY, *Instructor in Classics.*
B.A., M.A., Fordham University.

JOHN M. VICK, *Instructor in Modern Languages.*
B.A., University of Arkansas; Colegio de Secaroz (Spain).

REV. GERALD G. WALSH, S.J., *Professor of Italian.*
B.A., London; M.A., (Oxon): Ph.D., Gregorian University.

REV. GLEN E. WALSH, S.J., *Assistant Professor of Philosophy and Religion.*
B.A., Canisius College; M.A., Woodstock College.

REV. JOSEPH B. WALSH, S.J., *Associate Professor of Philosophy and Religion.*
B.A., M.A., Woodstock College; Ph.D., Gregorian University.

CAPTAIN C. FORREST WILSON, C.A.C., U.S.A., *Instructor in Military Science.*
B.S., U. S. Military Academy.

JULIUS M. WINSLOW, *Assistant Professor of Education.*
B.A., Kansas State Teachers College; M.A., Kansas City; Ph.D., Columbia University.

LEO K. YANOWSKI, *Assistant Professor of Chemistry.*
B.S., M.S., Ph.D., Fordham University.

THEODORE A. ZEGERS, S.J., *Instructor in Physics.*
B.A., Woodstock College; M.S., Fordham University.

Scholarships

To found a full resident-student scholarship the sum of twenty thousand dollars is required. Non-resident student scholarships require five thousand dollars. Partial scholarships may also be established, yielding three-fourths, one-half, or one-quarter of the income of a full scholarship. Students holding a partial scholarship will be required to pay the amount their scholarships fall short of the full tuition. Those not prepared to found a partial scholarship may be able to pay the annual tuition for one non-resident student.

To give a capable and deserving young man an opportunity to receive a thoroughly Catholic education, and so aid him to become a better Christian and a better citizen, ought to urge friends of Catholic education to found scholarships, and so accomplish lasting good for the individual and for society, while helping us to make our great work self-supporting and permanent.

Students holding scholarships are required to maintain an average of at least 80 per cent. in all subjects; failure to do so entails forfeiture of the scholarship.

Further particulars regarding the subject-matter of the examinations, etc., will be forwarded on application.

Examinations for all competitive scholarships are held on Monday and Tuesday of the first week in July.

Scholarships for the assistance of students of Fordham College have been endowed as follows. Unless otherwise stated, the endowment is in perpetuity:

The Rev. Patrick F. Dealy, S.J., Scholarship, founded by the Hon. William R. Grace in memory of the Rev. Patrick F. Dealy, S.J.

The St. Ignatius Scholarships, four in number, endowed to assist students from the parish of St. Ignatius Loyola in the City of New York.

The Rt. Rev. Henry A. Brann, D.D., Scholarship, founded by the Rt. Rev. Henry A. Brann, D.D., A.B., '57, LL.D., '91. Candidate appointed by the Rector of St. Agnes' Church, New York City.

The Rev. Michael Cunningham Scholarships, two in number.

The Mooney Scholarship, founded by John Mooney in memory of his father and mother, Patrick and Bridget Mooney.

The O'Donnell Scholarship, founded by Neil and Hugh O'Donnell.

The Andrew J. Heide Scholarship, founded by Henry J. Heide in memory of his son, Andrew J. Heide, '05.

The McCusker Scholarships, four in number, founded by Miss Mary V. McCusker, in memory of herself, her father, mother and sister. Candidates appointed by executor of the estate.

The Arthur H. Murphy Scholarship, No. 3, founded in memory of Arthur H. Murphy.

The Peter McDonnell Scholarship, founded by members of the McDonnell family, in memory of their father, Peter McDonnell.

The Rev. W. G. Read Mullen, S.J., Scholarship.

The Rev. Joseph Shea, S.J., Scholarship.

The John Joseph Scott Scholarship.

The Rev. Michael A. Tully, S.J., Scholarship.

The Alfonso de Navarro Scholarships.

The Peter F. Meyer Scholarships.

The John Whalen Scholarship.

The Dunn Scholarships, three in number, founded by Mary Dunn in memory of her brothers, John P. Dunn, T. Joseph Dunn and William Dunn.

Scholarships Donated Yearly, But Not Funded.

The Knights of Columbus Scholarships, donated by the New York State Council and the New York City Chapter of the Knights of Columbus.

The University Scholarships, awarded by the University of the State of New York.

The Fordham University Scholarships.

The Holy Name Society of the Department of Sanitation Scholarships, awarded to sons of members of the Society.

The Regis High School Scholarships.

The Charles Hayden Foundation Scholarships

Fordham University is the recipient of a grant from the Charles Hayden Foundation to provide scholarships for needy and deserving men students of the metropolitan New York and Boston area. Only students of exceptional ability and promise, whose financial needs are such that they cannot meet the expenses of University training without special assistance, can be given consideration for these awards. The amount of such scholarship awards varies in individual cases according to the character of the need, the number of applicants who may be accommodated, and the extent of the funds that may be available. Awards are limited in duration to one year, but renewal is not precluded. The awards are made by the President on the basis of recommendations from the Deans of the several schools and colleges of the University, to whom all applicants are respectively referred.

Funded Scholarships

Scholarship	*(Holder 1937-1938)*
The Saint Ignatius Loyola Parish	*Thomas M. Walsh, '41*
The Reverend Patrick F. Dealy, S.J.	*Francis J. Alliegro, '40*
The Right Reverend Henry A. Brann, D.D.	*John J. Curran, '40*
The Reverend Michael A. Cunningham	*Stephen Q. Gill, '38*
The Reverend Michael A. Cunningham	*Leo S. Loomie, '38*
The Mooney	*Mitchell J. Mulholland, '39*
The O'Donnell	*Joseph P. Farnan, '38*
The Mary McCusker	*Joseph P. Purcell, '38*
The Patrick McCusker	*John Steinmuller, '39*
The Sarah McCusker	*William F. Hill, '41*
The Catherine McCusker	*Richard B. Birrer, '40*
The Cornelius Hayes	*Gerard J. Carney, '40*
The Peter McDonnell	*William deR. Taaffe, '38*
The Peter McDonnell	*Francis J. Van Damm, '40*
The Arthur H. Murphy No. 3	*Thomas F. McPartland, Jr., '39*
The John Joseph Scott	*Thomas E. McGuire, '40*
The Reverend W. G. Read Mullen, S.J.	*Matthew J. Dooney, '39*
The Alfonso de Navarro	*Anthony M. Glennon, '40*
The Alfonso de Navarro	*Francis C. Madigan, '40*
The Peter F. Meyer	*William P. Heelan, '41*
The Peter F. Meyer	*John J. Leonard, '41*
The Peter F. Meyer	*Paul C. Smith, '41*
The Andrew J. Heide	*Vincent H. McKiernan, '39*
The John P. Dunn	*Ray L. McCarthy, '41*
The T. Joseph Dunn	*Charles F. Naegele, '41*
The Reverend Joseph Shea, S.J.	*Gerald B. Ford, '41*

Scholarships Donated Yearly, Not Funded

The Knights of Columbus (N. Y. State Council)	*Cornelius A. Forster, '41*
The Knights of Columbus (N. Y. State Council)	*William J. Carr, '39*
The Knights of Columbus (N. Y. State Council)	*Robert J. Fitzgerald, '39*
The University of the State of New York . . .	*Martin F. Lyons, '41*
The University of the State of New York . . .	*Paul C. Smith, '41*
The University of the State of New York . . .	*George E. Whelan, '41*
The University of the State of New York . . .	*Arthur E. Callahan, '39*
The University of the State of New York . . .	*Francis W. Fitzpatrick, '39*
The University of the State of New York . . .	*James J. Kane, '39*
The University of the State of New York . . .	*Leonard J. Lally, '39*
The University of the State of New York . . .	*Francis J. Alliegro, '40*
The University of the State of New York . . .	*Joseph A. Casey, '40*
The University of the State of New York . . .	*James F. Corcoran, '40*
The University of the State of New York . . .	*Boris J. Fryda, '40*
The University of the State of New York . . .	*Roger Gilmartin, '40*
The University of the State of New York . . .	*Henry L. Rofinot, '40*
The University of the State of New York . . .	*Robert W. Stanford, '40*
The Fordham University	*Nicholas J. Callahan, '38*
The Fordham University	*Robert F. Carroll, '38*
The Fordham University	*Kenneth W. O'Neill, '38*
The Fordham University	*Joseph M. Stuckart, '38*
The Fordham University, '40—Fordham Prep. . .	*Kevin J. Aylward, '40*
The Fordham University, '41—Fordham Prep. . .	*William F. Schieffer, '41*
The Fordham University, '40—Brooklyn Prep. . .	*John J. Shapiro, '40*
The Fordham University, '41—Brooklyn Prep. . .	*Vincent J. Santare, '41*
The Fordham University, '40—Regis	*John A. Buckley, '40*
The Fordham University, '41—Regis	*John T. Dugan, '41*
The Fordham University, '40—Xavier	*Joseph R. Daly, '40*
The Fordham University, '41—Xavier	*George J. Kimmerling, '41*
Regis High School	*Joseph M. Walsh, '41*
Regis High School	*Thomas A. Wassmer, '38*
Regis High School	*Francis W. McMahon, '40*
The Holy Name Society, Department of Sanitation	*Robert J. Stack, '38*
The Holy Name Society, Department of Sanitation	*William P. Rothamel, '40*
The Holy Name Society, Department of Sanitation	*Patrick H. Reynolds, '41*

System of Education

The educational system of FORDHAM COLLEGE is substantially that of all other Colleges of the Society of Jesus. Those who are desirous of making either a scientific or historical study of that system have abundant sources of information in the following works: *Monumenta Germaniæ Pedagogica*, Vols. II, V, IX, XVI; *Un Collège de Jésuites*, par C. De Rochemonteix, S.J. For a shorter commentary on the Ratio Studiorum, the reader is referred to *Jesuit Education* by Robert Swickerath, S.J.; *The Jesuits and Education*, William McGucken, S.J.; *La Pedagogie des Jésuites*, J. B. Herman, S.J.; *Saint Ignatius and the Ratio Studiorum*, E. A. Fitzpatrick; *Principles of Jesuit Education in Practice*, Francis P. Donnelly, S.J.; *The Catholic Way in Education*, William McGucken, S.J.; *The Jesuit Code of Liberal Education*, Allan P. Farrell, S.J.

The subjoined brief outline of the underlying principles of the system, the dominant features of its method and the object aimed at by its teaching will give a general idea of its purpose.

Education, in its complete sense, is understood by us as the full and harmonious development of the intellectual, moral and physical powers of man. It is not, therefore, mere instruction or the acquisition of knowledge, although instruction and the acquisition of knowledge necessarily accompany any right system of education. But the gaining of knowledge is a secondary, or at any rate a concomitant, result of education. Learning is an instrument of education, not its end. The end is culture, and mental and moral development.

Hence, such instruments of education, that is, such studies, sciences or languages, are chosen as will effectively further the end proposed. These studies are selected, moreover, only in such numbers as are sufficient and helpful to ensure a gradual and natural development of the student's powers. A student who is to be educated will not be forced, in the short period of his college course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of modern knowledge has been divided. If two or more sciences, for instance, give similar training to some mental faculty, that one is chosen which combines the most effective training with the largest and most fundamental knowledge.

The purpose of the mental training given is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While giving the mind stability, it tends to produce mental elasticity, the lack of which is one of the most hopeless and disheartening results of specialism in students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so chosen and communicated that the student shall gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the system of the Society of Jesus that different studies have distinct and peculiar educational values. Mathematics, the Natural Sciences, Language and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one cannot be supplied by another.

Furthermore, Language and History have always been held in esteem as leading factors in education. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the inductive and deductive powers of reasoning. Language and History effect a higher union; they are manifestations of spirit to spirit, and by their study and for their acquirement the whole mind of man is brought into widest and subtlest play. The acquisition of Language especially calls for delicacy in judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers. A special importance is attached to the classic tongues of Rome and Greece. As these are languages with a structure and idom remote from the language of the student, the study of them lays bare before him the laws of thought and logic, and requires attention, reflection and analysis of the fundamental relations between thought and grammar. In studying them the student is led to the fundamental recesses of language. They exercise him in exactness of conception in grasping the foreign thought, and in delicacy of expression in clothing that thought in the dissimilar garb of the mother-tongue. While recognizing, then, in education the necessity and importance of Mathematics and the Natural Sciences, which unfold the interdependence and laws of the world of time and space, the Jesuit system of education has unwaveringly kept Language in a position of honor as an instrument of culture.

Lastly, the system does not share the illusion of those who seem to imagine that education, understood as an enriching and stimulating of

the intellectual faculties, has a morally elevating influence in human life. While conceding the effects of education in energizing and refining imagination, taste, understanding and powers of observation, we have always held that knowledge and intellectual development of themselves have no moral efficacy. Only religion can purify the heart, and guide and strengthen the will.

The Jesuit system of education, then, aims at developing, side by side, the moral and intellectual faculties of the student, and sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge, without a guiding and controlling force, the principal faculties to be developed are the moral faculties. Moreover, morality is to be taught continuously; it must be the vital force animating the whole organic structure of education. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illuminate all that is noble, expose what is base, and give to the true and the false their relative light and shade.

In a word, the purpose of Jesuit teaching is to lay a solid substructure in the whole mind and character for any superstructure of science, professional and special; as well as for the upbuilding of moral, civil and religious life.

Religious Training

From the foregoing summary of Jesuit education, it is clear that the College authorities are convinced that without religion there can be no education in the true sense of the word, that is to say, no complete and harmonious development of the intellect and heart of man. They hold, furthermore, that religious truth, being definite and certain, may be taught with as much exactness as language and philosophy. Hence the study of religion in required, and lectures are given twice a week which cover the whole of Christian dogma and morals during the four years' college course. Devotions in honor of the Sacred Heart and the Mother of God, as well as other religious practices, are held during the year, and are of obligation. Moreover, all are required to attend regularly to their religious duties.

Student Counsellors

To more effectively carry out this religious training, several of the Fathers of the Faculty are appointed as counsellors or advisers of the students. Their principal duty is to direct the spiritual activities of

the College and the various religious societies and sodalities, in regard to which they exercise much the same supervision as the Dean of Discipline exercises in his department.

They provide opportunities for the students to receive the Sacraments in addition to the times assigned for the general student body.

They are, in a special sense, the friends and advisers of the students, not only in matters directly spiritual, but also material and temporal; in their studies, their social duties, and in other intimate and personal matters as each one may wish.

One of the questions of highest importance to every College graduate is the wise choice of a profession or vocation according to one's character, talents and attractions, both natural and supernatural. No student with a serious outlook on life will fail to determine, well in advance of his graduation, the career which, under God's providence, will best assure his temporal success and his eternal happiness. In this matter the assistance of the Student Counsellor will be invaluable. His hours will be arranged to afford ample opportunity of conferring with him.

Scholarship

The Jesuit system of education demands of its students the highest ideals and standards. It seeks to attain the highest culture, the best mental and moral development. Power of expression, acquaintance with the best in literature, thoroughness in scientific studies, depth of thought, clearness in reasoning—these are the characteristics of real scholarship.

To attain this scholarship, earnest work is required. Application to study, care, concentration and perseverance are expected. Catholic education should provide the best for the various professions and for all walks of life.

Fordham offers special facilities for the attainment of real scholarship. The *University Library* is housed in a magnificent Gothic building. It contains 130,000 volumes, 25,000 of which are in circulation, the remainder are used for reference. All are catalogued according to the Library of Congress system, and are accessible to the students. The main reading room consists of three large halls, which are for the use of the students. There are also three special rooms for private study and research. The Library receives regularly all the current magazines and periodicals. Special collections on history, patrology, scholastic philosophy, education, chemistry and physics are also at the disposal of those who wish to make research in these branches.

For the study of chemistry, physics and biology, provision is made in three separate modern buildings, with lecture rooms, laboratories and research rooms. All are equipped with the best and latest scientific equipment. In these scientific subjects all laboratory work must be satisfactorily completed before a student is eligible to take the examination in that subject.

Opportunities are also offered in debate, in vocal and instrumental music, in dramatics, in college journalism and in the various forms of athletics, all of which are taken up as extra-curricular activities.

Attendance

The first semester of the scholastic year begins about September 15, the second semester, February 1. The daily sessions begin at 9 a.m. Punctual attendance is required, and no student is permitted to enter class late. *Students who are not present 85% of a semester will not receive any credit for the work of the semester. "Cuts" are not allowed, but explained absences not exceeding 15% of a semster are permitted without the loss of credit for the semester. If in any semester a student's absences in a subject exceed twice the credit hours of that subject, he shall receive no credit for the course. Parents and guardians should know, moreover, that absence, even when explained, affects class standing and the class average is lowered by such absences. An absence from a class exercise during the twenty-fours hours preceding or following a vacation or holiday will be recorded as two absences.*

Examinations and Promotions

Examinations are held semi-annually at the close of each semester on the subject-matter of that semester. Philosophy examinations are both written and oral; in all other branches, they are written only. The final examination of the year is comprehensive.

Promotions are made only at the beginning of the year. They are determined by the student's record for recitations, written assignments and tests during the course of the entire year, combined with the results of the mid-year and final examinations. *Begun in September, 1935, for Freshman and continuing through the other classes in successive years, a General Average of 70% will be required for promotion from one class to another. The passing mark (60%) will not be changed for the present.*

Any student who fails to receive a passing mark in the semester average in any subject is considered a failure in that subject and must

repeat that subject-matter before promotion. *Those with three failures will be dropped from the college register. Those with consistently low grades who show no improvement after repeated warnings will be dropped even though they have fewer than three failures. All failures in all classes for the second semester must be made up in Summer School.*

Re-examinations are held at the beginning of each semester for the removal of conditions received in subjects taken during the preceding semester. These are allowed in a limited number of subjects and must be removed in February for students deficient in the first semester, and in September for students deficient in the second semester, or such students will not be allowed to proceed with their class. These include oral examinations in philosophy in Senior and Junior years. Only one re-examination will be allowed. Under certain circumstances, students may repeat the entire semester, taking all courses over again, on condition that they maintain a grade of 75% in all subjects. A failure in any course so repeated will debar a student from further credit from Fordham. Upon removing a condition, the grade received is never over 60%, no matter for what reason the condition was given. Those absent from a condition examination are not allowed another examination, but must repeat the entire course.

No student is allowed to take more than five years in which to obtain his degree. He may repeat a year only once during his course, and may not repeat any other year later.

Grades and Reports

Reports containing the grades in each subject are issued four times a year, the first three times they are given to the students, the final one is mailed to the student's home. *These are to be signed by parents or guardians and returned to the Dean's office. It is expected that the fullest co-operation be given the college authorities in this matter by parents and guardians. Students with low grades are warned and their parents notified of their low standing. Those with consistently low grades who show no improvement after warnings will be dropped from the college register.*

Graduation

Students who have pursued the entire course as prescribed, and have successfully passed all their examinations are recommended for the first academic degree in course. These degrees are conferred at commencement, at which time the students receive their diploma from

the Rector of the University. Degrees with distinction are noted on the diploma and commencement program. At commencement, also, the special honors and prizes are awarded to members of the graduating class. The undergraduates receive their honors and prizes at the beginning of the next school year.

Withdrawal

No student will be allowed to withdraw from college without the written permission of parents or guardians. Honorable dismissal will not be granted until such permission is received.

Requirements for Admission

Candidates for admission to the Freshman Class must present evidence of their graduation with diploma from a four-year day high school course in a school accredited by the New York State Regents. They must also submit a detailed record of their high school work. This record must represent at least 16 units distributed over four full years, and must be accompanied by a certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their last year of high school. If there is a question of the adequate preparation in any given subject, an entrance examination may be required in that subject. Students must also furnish certificates of good moral character, and of honorable withdrawal from the school they last attended.

A unit of credit represents a year's study in any subject in a secondary school, in a course meeting at least five hours a week.

The credits offered for entrance into the regular Freshman Class must include the following subjects:

For A.B. Course		For B.S. Courses	
Latin	3 or 4 units	English	4 units
English	4 units	Algebra	2 or 1 unit
Algebra	2 or 1 unit	(at least through quadratics)	
(at least through quadratics)		Plane Geometry	1 unit
Plane Geometry	1 unit	Modern Language	2 or 3 units
Modern Language	2 or 3 units	History	1 unit
History	1 unit		

The remaining units may be made up from any standard cultural high school subjects. Commercial and manual training courses will not be accepted.

Applicants will be admitted without a Modern Language at the discretion of the Committee on Admissions, in which case they will be required to take this subject in both Freshman and Sophomore years. Freshmen who are assigned to the elementary class after the Freshman Placement Test in Modern Language will also be obliged to attend this two year course. The course in Sophomore will be in addition to the

prescribed work of that year. Only French and German will be offered. An extra fee, payable at the beginning of Freshman year, will be charged for this two year course.

Modern Language students, who are manifestly not equipped to pursue the regular Freshman course in Modern Language, will be required to register for the Elementary course. Eligibility for the regular Freshman Modern Language course is to be determined by special examination conducted during the Freshman Week. An extra charge of $60.00 is made for the Elementary Modern Language course.

English Freshman students, who show the need of special attention in English Composition, will be required to enter the special English class which is conducted once a week throughout both semesters. Any student who shows satisfactory improvement after the first semester will be permitted to discontinue this course. A special fee of $5.00 a semester will be charged to those entering this course.

Mathematics students in the B.S. I course or the A.B. course who are pursuing the course in Mathematics and who show insufficient knowledge of the fundamentals will be required to attend an additional period per week in this subject throughout the year. A charge of $10.00 will be added to the usual tuition fee.

Admission to Advanced Standing

A candidate for admission to advanced standing from other institutions of collegiate rank must present, first, a catalogue of the college from which he comes, and, second, an official certificate showing his entrance credits at that institution and his college record in each subject taken.

He must have completed creditably at least one entire year in a school of collegiate grade.

No one will be admitted under any circumstances to a standing higher than that represented by the completion of the Junior year.

Outline of Courses

The College offers three parallel courses in the liberal arts and sciences extending through four years, and leading in one case to the Bachelor of Arts degree; and to the Bachelor of Science degree in each of the other two. Any one of these courses of study, successfully completed, will give the student a liberal education and serve as a basis for professional study and for business life. The Bachelor of Arts course

is especially devoted to the cultural studies, and is particularly recommended as a general college course, as a preparation for the teaching or legal professions and for seminary studies. The Bachelor of Science Course I substitutes pure sciences to a great extent for the languages of the Arts course. It is especially intended for students who expect to enter the professions of medicine, dentistry and engineering. The Bachelor of Science Course II emphasizes courses in economics, business adminstration and related subjects rather than the pure sciences of the Bachelor of Science Course I. It is especially outlined for students who will enter business life when they have obtained their baccalaureate degree.

It is important that students applying for admission to one of the courses leading to the B.S. degree indicate their course as B.S. I or B.S. II. Once a course is chosen it must be followed for the year. No change in courses is allowed during the scholastic year.

Requirements for the A.B. and B.S. Degrees

In order to receive the degree of A.B. or B.S. a student is required to complete successfully 130 semester hours of required and properly chosen elective courses.

The work of the Freshman and Sophomore years is almost entirely in specified subjects, but in Junior and Senior years the student is allowed such choice of studies in his program that he may better prepare for the field of activity which he will enter after graduation.

On or before April 15 each year, every candidate for these degrees must select, with the advice of his Faculty Adviser, the Electives to be followed during the last two years of his course. Each one must notify the Dean in writing of his choice before the above date. All students who register after this date must pay a late registration fee of three dollars. No student will be allowed to choose an Elective for which his previous courses and record do not fit him; nor an extra Elective unless he has a scholastic average of 75%.

Once the choice of a career after college has been made, those Electives should be chosen which will best further that choice. One Elective should be chosen as a major study from the Elective Groups noted on pages 37 to 39.

This major study will comprise not less than 18 semester hours of instruction either in the same subject or in subjects clearly related and integrated. Assigned reading will be given in this study and a *comprehensive examination* as well as a *thesis of 3,000-3,500 words* on some topic approved by the teacher of the subject, will be given during the Senior year.

A student's choice of Electives, once filed, is supposed to be final. If a change becomes necessary, it may be made before August 15 with the approval of the Dean, and the payment of two dollars. This fee will be collected for each change of subject made at the student's request, except in cases where the change is the result of new courses being added to the curriculum. *No changes will be made under any circumstances after August 15.*

Students intending to enter professional schools should choose their school as early in their college course as possible; consult the catalogue

in order to meet the requirements of admission, and choose their Electives accordingly. Students who intend to teach should acquaint themselves with the requirements for teaching the elementary, secondary and college subjects in their respective States and localities. Catalogues of the principal professional schools will be found in the Library of the Biology Department. *No one will be recommended to professional schools who does not attain a grade of 75% in all subjects.*

Major Elective Groups

Group I. Biology.
- Comparative Anatomy, Bio. 61-62.
- Entomology, Bio. 71-72.
- Botany, Bio. 81-82.
- Bacteriology, Bio. 87-88.
- Physiology and Hygiene, Bio. 91-92.

Group II. Chemistry.
- Qualitative Analysis, Chem. 31-32, 33-34.
- Quantitative Analysis, Chem. 35-36, 37-38.
- Organic Chemistry, Chem. 49-50.
- Advanced Organic Chemistry, Chem. 51-52.
- Physical Chemistry, Chem. 61-62, 63-64.
- Physiological Chemistry, Chem. 71-72.

Group III. Economics.
- Principles of Economics, Eco. 51-52, 61-62.
- Economic History of America, Statistics, Eco. 71, 72.
- Banking, Eco. 81.
- Modern Economic Problems, Eco. 82.
- Government in the United States, Pol. 123-124.
- The Social Question—Its Background and Changing Aspects, Pol. 143-144.
- Introduction to the Study of Public International Relations, Pol. 181-182.

Group IV. English.
- The Masterpieces of English Literature, Eng. 51-52.
- Shakespeare, Eng. 61-62.
- The Victorian Period, Eng. 81-82.
- English Prose Fiction, Eng. 83-84.
- Modern Drama, Eng. 91-92.
- Creative Writing, Eng. 93-94.
- Introduction to Mediaeval Literature, Eng. 111-112.

GROUP V. FRENCH.
French Language and Literature, FR. 51-52.
Literature and Civilization of France, FR. 61-62.
Nineteenth Century and Contemporary Literature, FR. 71-72.
The History of French Literature, FR. 103-104.

GROUP VI. GERMAN.
History of German Novelle, GER. 51-52.
Lessing, Goethe and Schiller, GER. 61-62.
Nineteenth Century Drama and Dramatists, GER. 71-72.

GROUP VII. SPANISH.
Nineteenth Century Writers, SPAN. 51-52.
Survey of Spanish Literature, SPAN. 61-62.
Literature and Life of Latin America, SPAN. 71-72.

GROUP VIII. CLASSICS.
Classical and Ecclesiastical Authors, LAT. 51-52.
Cicero's *De Officiis* and *De Natura Deorum*, LAT. 61-62.
History of Latin Literature, LAT. 191-192.
Readings in Greek Authors, GK. 51-52.
Greek Civilization and Literature, GK. 81-82.

GROUP IX. HISTORY.
Christian Antiquity and Early Middle Ages, HIST. 51-52.
Eighteenth and Nineteenth Century, HIST. 71-72.
American Constitutional History, HIST. 81-82.
Modern Historical Problems, HIST. 91-92.
Early Middle Ages, HIST. 125.
Later Middle Ages, HIST. 126.
Modern History of the Mediterranean World, HIST. 161-162.
American History, HIST. 175-176.

GROUP X. MATHEMATICS AND PHYSICS.
Advanced Calculus, MATH. 51-52.
Projective Geometry, MATH. 53-54.
Vector Analysis and Differential Equations, PHYS. 51-52.
Electricity and Magnetism, PHYS. 61-62.
Physical Optics, PHYS. 63-64.
General Geology and Petroleum Geology, PHYS. 71-72.
Seismology, PHYS. 81-82.
Seismometry and Applied Geophysics, PHYS. 83-84.
Analytical Mechanics, PHYS. 91-92.

GROUP XI. PHILOSOPHY.
History of Mediaeval Philosophy, PHIL. 103-104.
Experimental Psychology, PSYCH. 117-118.

GROUP XII. EDUCATION.
History and Principles of Education, EDUC. 51-52.
Educational Psychology, EDUC. 61-62.
Special Methods—*Cf.* Teachers College and Graduate School Catalogues.
Observation and Practice Teaching.

GROUP XIII. BUSINESS ADMINISTRATION.
Business Administration, B.A. 71-72.
Fundamental Principles of Accounting, B.A. 51-52.
Types of Accounting, B.A. 61-62.
Advanced Business Administration, B.A. 81-82.
Business Law, B.A. 91-92.

GROUP XIV. MILITARY SCIENCE.
Advanced Military Science, MIL. SC. 51-52, 61-62.

Those courses in Graduate School open to undergraduates are numbered above "100."

For other courses in Graduate School which may be open to undergraduates, *cf.* Graduate School Catalogue.

General-Schedule of Courses

A.B. Course

FRESHMAN YEAR

	Credits
English	6
Greek or Math.	6
Latin	8
Modern Language	6
Public Speaking	2
Religion	2
	30

SOPHOMORE YEAR

Chemistry	8
English	6
Greek or Math.	6
History	6
Latin	8
Religion	2
	36

JUNIOR YEAR

Philosophy Courses	18
Physics	8
Religion	2
Electives (1)	6
	34

SENIOR YEAR

Ethics	8
Psychology	8
Religion	2
Electives (2)	12
	30

B.S. Course I

FRESHMAN YEAR

	Credits
Chemistry	8
English	6
Mathemtics	8
Physics	8
Modern Language	6
Religion	2
	38

SOPHOMORE YEAR

Chemistry	8
English	6
History	6
Math. or Biol.	8
Religion	2
	30

JUNIOR YEAR

Philosophy Courses	16
Chemistry	8
Religion	2
Electives (1)	6
	32

SENIOR YEAR

Ethics	8
Psychology	8
Religion	2
Electives (2)	12
	30

B.S. Course II

FRESHMAN YEAR

	Credits
Accountancy	8
Economics	6
English	6
Modern Language	8
Public Speaking	2
Religion	2
	32

SOPHOMORE YEAR

Accountancy	6
Chemistry	8
Economics	6
English	6
History	6
Religion	2
	34

JUNIOR YEAR

Philosophy Courses	18
Physics	8
Religion	2
Electives (1)	6
	34

SENIOR YEAR

Ethics	8
Psychology	8
Religion	2
Electives (2)	12
	30

Physical Training, two periods a week (two units of credit a semester), is compulsory for Freshman and Sophomore Classes except for those taking Military Science.

Military Science (R. O. T. C.) Elective; Basic Course of two years in Freshman and Sophomore (two units of credit a semester); Advanced Course of two years in Junior and Senior (four units of credit a semester).

Outline of Courses of Instruction

The study of scholastic philosophy is the chief work of the Junior and Senior years; that of Language, Physical Sciences or Social Sciences holds the first place in Freshman and Sophomore years according to the courses taken.

The purpose of the Freshman and Sophomore years, especially in the A.B. Course, is to perfect the student in the art of expression. The classic masterpieces of Latin, Greek and English literature exemplify the precepts of poetry and rhetoric, furnish parallel passages for critical appreciation, and serve as guides to composition in prose and poetry. Unity of purpose, consistency of theory and parallel handling of the same type of literature, all ensure a unified and thorough education and mastery of the art of expression.

DEPARTMENT OF BIOLOGY

Rev. Joseph Assmuth, S.J., *Chairman;*
James A Mullen, Ph.D., James Forbes, Ph.D., William J. Bonisteel, M.A.

Required for Sophomore B.S. students who intend to study medicine, elective for others. Elective for Junior and Senior A.B. and B.S.

BIO. 21 - 22.—Two didactic and two laboratory periods a week for both semesters.

Origin of life, morphology of cell and tissues, morphology of organs and their physiological functions, classification of animals and plants; evolution, Darwinism, heredity, Mendelism; the anatomy and physiology of the animal classes, parasitism; microscopic study of amœba paramœcium, sycon, leucosolenia, hydra, obelia, tapeworm and dissection of earthworm, lobster, locust, dogfish, frog, clam and special dissection of the cat.

BIO. 51 - 52.—Two didactic and two laboratory periods a week for both semesters. Elective for Junior and Senior A.B. and B.S.

Histology and elementary embryology. The study of the structure of the cells, tissues and organs. Organology of the systems, and physiology of the digestive, nervous, urinary and reproductive systems. Origin and maturation of germ cells; fertilization, cleavage and differentiation of tissues; preparation of slides. Embryology of the chick complete, with embryology of the frog and pig. Micro-technique is stressed.

BIO. 61 - 62.—Comparative Anatomy. One didactic and one laboratory period a week for both semesters. Elective.

Detailed structure of organs: integumentary, skeletal, alimentary, vascular, respiratory, excretory, muscular, nervous and reproductive systems in the different

animals; study of the physiology of the different organs; symmetry and asymmetry, habits and life histories. The laboratory work will include preparations of specimens in toto and in section, fixation, embedding, cutting, staining in preparation of sections for microscopic observation; intense training in the use of the microscope for best results.

BIO. 71 - 72.—Entomology. One didactic and one laboratory period a week for both semesters. Elective.

The orders of insects. General anatomy of insects. Importance of hexapoda in general, and beneficial and injurious insects in particular. Metamorphosis of insects and heteronomous metameric structure.

BIO. 81 - 82.—Botany. One didactic and one laboratory period a week for both semesters. Elective.

Classification, structure, physiology, reproduction ecology, distribution of plants. Principles of variation in structure and life history of the different groups. Organisms causing plant diseases, economic importance of plants to man; drugs, fibres, foods. The habitat and culture of plants, with a history of the important food plants of today.

BIO. 87 - 88.—Bacteriology. One didactic and one laboratory period a week for both semesters. Elective.

Elementary principles of bacteriology. Preparation of media and cultures, study and classification of bacteria. The helpful and harmful bacteria. General laboratory technique.

All courses in biology are supplemented by a special museum of biology organized into instructional groups.

A comprehensive library for students of biology is located in the Biology Building (Larkin Hall).

BIO. 91 - 92.—Physiology and Hygiene. Elective for Seniors. Three periods a week for both semesters.

A general course in the fundamental facts and principles of human physiology and hygiene. A study of the cell and its differentiations; the systems of the body, muscular, digestive, circulatory, respiratory, excretory, reproductive and nervous systems. Intensive study of the nervous system and the special sense organs; hygiene of the body with reference to the individual and the community. The lectures will include demonstrations, charts and models.

DEPARTMENT OF CHEMISTRY

Rev. Joseph B. Muenzen, S.J., *Chairman;*

Leopold R. Cerecedo, Ph.D., William J. Conway, Ph.D., Werner Freudenberg, Ph.D., William H. Hamill, Ph.D., Douglas J. Hennessy, Ph.D., Walter A. Hynes, Sc.D., Rev. Francis W. Power, S.J., Leo K. Yanowski, Ph.D.

CHEM. 11 - 12.—General Inorganic Chemistry. Freshman B.S. I. Three didactic and one laboratory period a week for both semesters.

This course offers a thorough and systematic study of the general laws and theories of chemistry. The metallic and the non-metallic elements and their compounds are studied from the standpoint of the periodic classification.

Experimental lectures and recitations on the fundamental laws and theories of

chemistry. The course includes a study of the basic processes employed in chemical calculations with reference to their use in the present and future courses in chemistry.

CHEM. 21 - 22.—General Inorganic Chemistry. Sophomore A.B. and B.S. II. Three didactic and one laboratory period a week for both semesters.

The purpose of this course is to give to the student the fundamental principles of the science of chemistry and the scientific method so that he may better see the application of this science in other fields of learning. It also proposes to give him an appreciation to the contributions of chemistry to our present-day civilization.

This course offers a descriptive treatment of the more common chemical elements and their compounds; the important laws and theoretical principles underlying chemical science. Lectures, with experimental demonstrations; recitations, laboratory work.

CHEM. 31 - 32.—Qualitative Analysis. Basic Analysis. Two didactic and two laboratory periods a week for one semester. Given in both first and second semesters.

In this course, the base-forming (metallic) substances are detected and determined in solutions of their salts by standard methods, without considering the amounts in which they are present. These cations are grouped in terms of their reaction toward general reagents. Preliminary work is first carried out with "known" solutions and the student is then required to analyze several unknown solutions. In each case a detailed report on the analytical procedure followed, is required.

This course is obligatory for Sophomore B.S. I. Elective for Junior and Senior A.B. and B.S. II.

CHEM. 33 - 34.—Qualitative Analysis. Dry Analysis. Acid Analysis. Two didactic and two laboratory periods a week in second semester.

In this course particular stress is laid on the detection and determination of the components and constituents of mixtures and compounds, respectively. More particular attention is given to the detection of the anions by means of proven and modern methods and reagents. Preliminary work is carried out with "known" substances and followed by analyses of a graduated series of unknown bodies. Basic analysis is a prerequisite for this course. In each case a detailed report on the work done is required. Basic analysis is continued and the properties of bodies in the solid state as well as in solution are discussed in detail.

Elective for Junior and Senior.

CHEM. 35 - 36.—Quantitative Analysis. Two didactic periods and two laboratory periods a week for both semesters.

The lectures take up the theoretical considerations underlying the standard procedures of quantitative analysis and their application in the laboratory. In the first semester the general topic is volumetric analysis; the students are expected to report quantitative results on several unknown samples, the analyses being typical cases of acidimentry and of oxidation-reduction reactions. On account of its importance in medicine and in the industries, the nomenclature and measurement of hydrogen ion concentration is taken up in some detail. In the second semester the students carry out gravimetric procedures, including the complete analysis of a limestone and a brass.

CHEM. 37.—Quantitative Analysis. Two didactic periods and two laboratory periods a week in first semester.

This course is identical with the first half of CHEM. 35-36 above and serves the purposes of those who wish to take volumetric analysis only.

CHEM. 38.—Quantitative Volumetric Analysis. Two didactic and two laboratory periods a week in second semester.

The volumetric analysis course is repeated in the second semester for the benefit particularly of those students who take CHEM. 31-32 (Basic Analysis) in the first semester.

These courses are elective in Junior and Senior; a course in general chemistry is prerequisite.

CHEM. 49 - 50.—Organic Chemistry. Two didactic and two laboratory periods a week for both semesters.

This course is the usual introductory course in general organic chemistry. The lectures include the formulas, both empirical and structural, of organic compounds; homologous series; and a study of the more important compounds and their ordinary derivatives—their properties, reactions, and uses in medicine and in the industries. In the laboratory. some of these compounds are prepared, purified and studied according to the methods commonly used by organic chemists.

This course is obligatory for Junior B.S. I; elective for Junior and Senior A.B. and B.S. II.

The prerequisites for this course are CHEM. 11-12 or 21-22.

CHEM. 51 - 52.—Advanced Organic Chemistry. Two didactic periods a week for both semesters. Elective for Seniors.

This course is a continuance of CHEM. 139-140. The lectures cover the important isocyclic and heterocyclic and members of the aromatic series. Students who wish to pursue further studies in Chemistry and Medicine will find this course decidedly advantageous.

CHEM. 61 - 62.—Introductory Physical Chemistry. Three didactic and one laboratory period a week for one semester. Elective for Juniors and Seniors.

The progress of Physical Chemistry and its application in the field of medicine has necessitated a course which will equip the aspirant to the medical profession with an adequate knowledge of this important branch of chemistry.

This course will be useful to prospective medical students on account of the stress laid on physical chemistry by all medical schools at the present time.

Prerequisites same as for CHEM. 63-64 (Mathematics excepted).

CHEM. 63 - 64.—Physical Chemistry. Two didactic and two laboratory periods a week for both semesters. Elective for Seniors.

This course deals with the properties and reactions of chemical substances according to their fundamental aspects and laws. These laws are dealt with from a mathematical standpoint by means of problems. The student must have a working knowledge of analytical geometry; calculus is advised but not required. The various equations of thermo-dynamics, electro-chemistry and electrolytic solutions and chemical kinetics are dealt with as fullv as possible. The laboratory work will include some of the various measurements commonly required in physico-chemical measurements, such as molecular weight by different methods, viscosity, velocity of reactions, electrical conductance and the determination of hydrogen ion concentration, both colorimetrically and electrometrically.

Prerequisites: CHEM. 11-12 or 21-22, 31-32 (or 33-34), 35-36, 37-38, PHYS. 11-12 and 31-32, Mathematics, including Analytical Geometry.

CHEM. 71 - 72.—Physiological Chemistry. Two didactic and two laboratory periods a week for both semesters. Elective for Seniors.

This course will include a detailed discussion of the chemistry of the carbo-

hydrates, fats and proteins, together with a general consideration of the accessory food products. During the second semester the lectures will cover the more important features of metabolism, both that of the normal organism and the more important pathological conditions such as diabetes, nephritis and other conditions of disturbed metabolism. In the laboratory, during the second semester, particular attention will be paid to the practical side of biochemistry, such as the analysis of blood and urine, making use of the latest methods employed in the modern hospital and clinical laboratory.

The prerequisites are CHEM. 11-12 or 21-22 and 35-36, 49-50.

DEPARTMENT OF CLASSICS (LATIN AND GREEK)

REV. LAWRENCE S. ATHERTON, S.J., *Chairman;*

Francis A. Schaefer, Ph.D., James F. Brady, M.A., Gabriel M. Liegey, M.A., Joseph S. Murphy, M.A., John C. Duffy, M.A., Rev. Joseph E. Nolan, S.J., Rev. William X. Quilty, S.J., Rev. Joseph A. O'Connor, S.J., Rev. Ernest P. Hartnett, S.J., William F. Lynch, S.J.

LATIN

LAT. 11 - 12.—Freshman Year. Five periods a week for both semesters.

AUTHORS—*First Semester:* Cicero, *Pro Archia;* Horace, *Ars Poetica;* Livy, *Selections,* Book XXI; Selections from Latin Poets; Virgil, *Æneid,* Books VI-XII; Latin Missal and Hymns. *Second Semester:* Horace, *Odes;* Cicero, *Pro Marcello;* Selections from Latin lyric poets.

COMPOSITION.—Two exercises in Latin prose each week. Some of the exercises are based on Bradley's *Aids to Latin Composition;* the rest will be original themes in imitation of prose authors read in class.

History of Greek and Roman civilization with special emphasis on the periods represented by the authors read in class. Prescribed reading under direction.

LAT. 21 - 22.—Sophomore Year. Five periods a week for both semesters.

AUTHORS—*First Semester:* Horace, *Epodes, Satires, Epistles, Carmen Sæculare;* Cicero, *Pro Lege Manila. Second Semester:* Cicero, *Pro Milone* and *Pro Ligario;* Juvenal, *Satires;* Tacitus, *Annals,* Book XV (Edition—Smith, S.J.).

COMPOSITION.—Two exercises in prose each week. Elegant translations. Structural analysis of authors.

History of Greek and Roman civilization with special emphasis on the periods represented by the authors read in class. Prescribed reading under direction.

In Senior and Junior years, Latin is not prescribed. Advanced courses may be elected if desired.

LAT. 51 - 52.—Elective for Juniors. Three periods a week for both semesters.

This course includes wider reading and written translations of classical and ecclesiastical authors, critical and comparative study of the classics and modern writers of the same class of literature.

AUTHORS—Cicero, readings from the *De Amicitia* and *De Senectute;* selections from Tacitus, mediæval and ecclesiastical authors.

LAT. 61 - 62.—Elective for Seniors. Three periods a week for both semesters.

A continuation of the course in Junior with readings from Cicero's *De Officiis* and *De Natura Deorum*.

LAT. 191 - 192.—History of Latin Literature. Three periods a week for both semesters.

GREEK

GK. 11 - 12.—Freshman Year. Four periods a week for both semesters.

AUTHORS—*First Semester:* Plato, *The Apology;* Homer, *Odyssey;* Herodotus, optional reading at sight (Merry, Parts I-V); Thucydides' *History;* St. Basil on *Literature. Second Semester:* Demosthenes, *Olynthiacs,* I, II and III; Euripides, *Hecuba, Alcestis;* Herodotus, optional reading at sight (Merry, Part VI-X); Theocritus, *Idylls.*

COMPOSITION.—Written exercises once a week based on Sidgwick's *Introduction to Greek Prose Composition.*

GK. 21 - 22.—Sophomore Year. Four periods a week for both semesters.

AUTHORS—*First Semester:* Demosthenes, *Philippic* I; Æschylus, *Prometheus Bound;* Sophocles, *Œdipus Tyrannus;* Thucydides, *Peloponnesian War,* Book II, cc. 1-46. *Second Semester:* Demosthenes, *De Corona,* entire; analysis of oratorical structure and style. Thorough acquaintance with the historical issues at stake. Thucydides, *Peloponnesian War,* Book II, cc. 47-68.

GK. 81 - 82.—Advanced Greek. Prerequisite: Two years of Greek. Elective for Juniors and Seniors. Three periods a week for both semesters.

Greek Civilization. The political, economic and ethical thought in relation to current problems. Special studies of Plato and Aristotle. Readings in English translation.

Greek Literature. A survey of important authors, especially those not read in previous courses with particular reference to the place of Greek Literature in the intellectual development of Western Europe. *Lyric poetry:* Pindar, Sappho, Simonides, Theocritus, Musæus and the Greek Anthology. *Comedy:* Aristophanes, Menander. *Satire:* Theophrastus, Lucian. *Literary Criticism:* Aristotle, Longinus. *Literature of the Christian Fathers:* Clement, Origen, Gregory. Readings in the original.

ELEMENTARY GREEK

For those who enter Freshman without any secondary school preparation in Greek and who desire Greek as a requirement for future studies or are interested in literature rather than science, courses in Elementary Greek are offered.

GK. 1 - 2.—Freshman Year. Four periods a week for both semesters.

AUTHORS—*First Semester:* Fundamentals of Greek Grammar, White's *First Greek Book. Second Semester:* Continuation of Greek Grammar; Xenophon, *Cyropædia;* Plato, *Apology.*

COMPOSITION.—Written exercises based on Xenophon and Plato once a week.

GK. 5 - 6.—Sophomore Year. Four periods a week for both semesters.

AUTHORS—*First Semester:* Plato, *Apology;* Demosthenes, *First Philippic. Second Semester:* Euripides, *Alcestis;* Demosthenes, *De Corona;* Sophocles, *Œdipus Rex.*

Composition.—Written exercises based on Demosthenes once a week.

The original Greek may be supplemented by translations of parts of the above authors, and also by lectures on such topics as "The Legacy of Greece," Greek Poetry, Athens in the Golden Age, The Drama at Athens.

GK. 51 - 52.—Elective in Junior and Senior. Three periods a week for both semesters.

If any desire, a further study of Greek literature with readings from the *Iliad* and *Odyssey*, Demosthenes and Sophocles can be elected in Junior and Senior years.

DEPARTMENT OF EDUCATION

Francis A. Schaefer, Ph.D., *Chairman;*
Julius M. Winslow, Ph.D.

Elective for Juniors and Seniors. Three periods a week for both semesters.

EDUC. 51.—History of Education.

A general survey of the history of education from ancient times down to the present day. The purpose of this course is to trace educational aims, ideals and practices to their origin and to account for their development.

Particular attention will be given to those national systems and educational movements which have had a marked influence on the schools of today.

EDUC. 52.—Principles of Education.

This course is intended to be eminently practical. After a brief consideration of the most important principles contributed to education by religion, psychology, logic, biology, sociology and ethics, their practical application to the teacher's work will be examined and illustrated. The following are some of the topics treated: imitation, habit formation and character building; curiosity, attention and interest; the association of ideas and apperception; the fundamental methods of learning; culture *vs.* efficiency as educational aims.

EDUC. 61.—Educational Psychology.

First Semester.—This course presents the facts and principles of psychology in relation to education. It is concerned with the conduct of the learner under various conditions and the discovery of principles which govern his mental processes. It seeks to explain, analyze, classify and evaluate the facts of human nature and conduct so that the facts and principles of mental development may be known and used both in learning and in teaching. It is the substitution of science for guess-work in the art of teaching, and takes into account both the soul and the body.

Among the subjects treated are the following: Original nature, the physical mechanism, sense-perception, instincts, imagination, memory, association, attention, the intellect, the emotions, the will, habit formation, the learning process, growth and development.

EDUC. 62.—Educational Psychology.

Second Semester.—This course is a continuation of Course 61. It stresses the psychological characteristics of the adolescent, fatigue, constructive discipline, character development, motivation, transfer of training, individual differences, the measures of intelligence and achievement, effective study, principles of mental hygiene.

N.B.—The professional teaching requirement in Special Methods in any definite

subject and supervised student practice teaching in Secondary Schools are not given in the undergraduate course.

These requirements must be taken outside the undergraduate college course. Each prospective teacher should learn the requirements for his respective state, city or locality and make arrangements with the Dean for the fulfilment of these requirements.

DEPARTMENT OF ENGLISH

Rev. James A. Taaffe, S.J., *Chairman;*

Rev. Lawrence S. Atherton, S.J., Gabriel M. Liegey, M.A., James H. McCabe, A.B., Francis X. Connolly, Ph.D., Donald T. Ryan, M.A., George H. Leonard, A.B., Edmund V. O'Sullivan, A.B., John C. Duffy, M.A., William F. Lynch, S.J.

ENG. 11.—Freshman A.B. Four periods a week for both semesters. First semester.

A. The Study of Poetry.—Nature of literature and literary forms. The basic elements of poetry: experience, feeling, imagery, rhythm, language. Technical elements: versification, stanza forms, melody. Illustrative reading and training in critical appreciation.

B. History of English Literature.—A brief résumé of the history of English Literature from its beginnings to 1700, introductory to the survey of works and authors through the period of English Classicism: Swift and Pope. The periodical writers, Johnson, Goldsmith, Augustan criticism, and the early Romantics.

C. The One-Act Play.—Analysis of the theory and construction of this species of drama with a view to original writing and production at the Fordham One-Act Play Contests. The principles of drama and the theatre, craftsmanship of the play, single impression, action, characterization, dialogue, plot structure.

ENG. 12.—Second semester.

D. Study of Poetry.—The ideas and experiences of poetry, poetic tradition and tendencies—realism, mysticism, impressionism, imagism. The types of poetry—lyric, epic, dramatic: their variety, song, ballad, tale, ode, sonnet, *vers de societe*, satire and pastoral. Critical reading directed to the cultivation of sound judgment and literary taste.

E. History of English Literature.—Continuing the survey through Crabbe, Cowper, Burns into the literature of the Nineteenth Century and the works of the great Romanticists. Particular emphasis on the reading of specific works with sufficient attention to backgrounds and scholarship.

Text-Books: *Study of Poetry*, Connell, S.J.; *Technique of the One-Act-Play*, Gannon, S.J.; *History of English Literature*, Moody and Lovett; *The Eighteenth Century and the Romantic Period*, Scribner's.

ENG. 13.—English Composition. Both semesters in connection with the precepts in Courses 11 and 12.

Creative writing in both prose and verse to be assigned each week in connection with precepts examined in the classroom. Narrative, descriptive, expository exercises. Writing the One-Act Play. Frequent book reports on recommended reading in prose and poetry.

ENG. 15.—Freshman B.S. I and II. Three periods a week for both semesters. First semester.

A. The Essay.—A study of the essay. Its nature and origin, its historical de-

velopment and its types. This study is based on the reading of approximately thirty essays.

B. The One-Act Play.—The nature of drama. The literary canons governing the drama. The special technique of the one-act play. The primary purpose of this course is to furnish principles of dramatic criticism. It is also designed to stimulate those who have a special interest in dramatic composition.

ENG. 16. Second Semester.

C. Study of Poetry.—The elements of poetry—the emotional, the intellectual and the imaginative. The language of poetry. Prosody. This study will be based upon classroom reading of the major poets and some of our contemporaries.

Text-Books: *A Collection of Essays; The Technique of the One-Act Play,* Gannon, S.J.; *A College Book of Verse,* Gay; *The Golden Treasury,* Palgrave.

ENG. 17.—English Composition. Both semesters in connection with the precepts in Courses 15 and 16.

At least one composition each week on such subjects as seem to the teacher of present interest to the class. One book review each month from a selected list of authors. An original literary essay will be required of each student at the conclusion of the study of that form.

ENG. 18.—Oral English. One period a week for both semesters. Freshman A.B. and B.S. II.

The study of the fundamentals of voice, action and speech construction, together with the theory and technique of the extempore speech. The aim is to develop directness and fluency and create confidence by a minimum of precept and a maximum of practice.

ENG. 21.—Sophomore English A.B. Four periods a week for both semesters. First Semester.

A. Rhetoric.—The art of persuasion. Classification of arguments. Evaluation of the force of arguments. Parts of the speech. Argumentation. Means of interest.

B. History of English Literature.—A survey of English Literature from beginnings to Seventeenth Century—with particular emphasis on readings and critical analyses of the early Elizabethans, Shakespeare and his contemporaries.

ENG. 22.—Second semester.

C. Principles of Prose Literature.—An examination of the elements of creative writing complementary to the study of poetic literature in Freshman Year. Types of prose: Essay, short story, novel.

D. History of English Literature.—From the Elizabethans to 1700, survey and readings.

To supplement the analysis of prose principles, a brief history of the English novel from Defoe to Thackeray.

ENG. 23.—Composition. Both semesters in connection with the precepts in Courses 21 and 22.

Exercises on the principles of persuasion. Writing the speech. Essays and book reports on assigned reading. Weekly exercises in original writing exemplifying the principles of prose literature studied during the semester. Frequent book reports on the material of the survey and other recommended reading.

ENG. 25.—Sophomore English B.S. I and II. Three periods a week for both semesters. First semester.

The Speech. Arguments—their classification and sources. The syllogism, induction and analogy. The formal parts of the speech. The exordium, the narration, the proposition, the confirmation and refutation, the peroration. The emotional element in persuasion. Speech style.

ENG. 26.—Second semester.

A study of Shakespeare based upon reading and classroom analysis of the plays. The Elizabethan theatre. Marlowe to Jonson. A survey history of English literature. TEXT-BOOK: *Persuasive Speech,* Donnelly, S.J.

ENG. 27.—English Composition. Both semesters in connection with the precepts in Courses 25 and 26.

At least one composition each week based upon models in the rhetoric text-book. Brief exercises in stating arguments and in composing the formal parts of the speech. Other exercises on subjects that seem to the teacher of present interest to the class. One book review each month from a selected list of authors.

ENG. 28.—Oral English. One period a week for both semesters. B.S. I.

The study of the fundamentals of voice, action and speech construction, together with the theory and technique of the extempore speech. The aim is to develop directness and fluency and create confidence by a minimum of precept and a maximum of practice.

ENG. 29.—Oral English. One period a week for both semesters. B.S. II.

A continuation of the work begun in Freshman year.

The following courses in English are elective:

ENG. 51 - 52.—The Masterpieces of English Literature. Elective for Juniors and Seniors. Three periods a week for both semesters.

A critical and historical evaluation of the major classics of English literature from Beowulf to the end of the Nineteenth Century. The course aims especially to treat those works usually omitted in the Freshman and Sophomore years, and will emphasize reading and the writing of reports. The students will be expected to complete at least one individual project each semester.

ENG. 61 - 62.—Shakespeare. Elective for Seniors. Three periods a week for both semesters.

ENG. 81 - 82.—A. The Victorian Period. Elective for Juniors. Three periods a week for both semesters.

Studies in the prose and poetry of the age from Macaulay to Swinburne. Background and critical discussion. Assignments and frequent written reports.

B. MODERN POETRY.—Important developments in poetry from the 1890's to the present.

ENG. 83 - 84.—English Prose Fiction. Elective for Juniors and Seniors. Three periods a week for both semesters.

A study of the growth and development of English prose fiction, with emphasis on the Victorian novel. Considerable attention will be given to the short story, and its technique. Assigned reading, with reports and criticism.

ENG. 91 - 92.—Modern Drama. Elective for Seniors. Three periods a week for both semesters.

An introduction to the modern drama based on a study of dramatic theory. Elements of technique, the development of the stage and a résumé of dramatic history since 1850. Weekly assignments include play reports and original scenario and dialogue composition.

ENG. 93 - 94.—Creative Writing. Elective for Juniors and Seniors. Three periods a week for both semesters.

A course in creative writing. Exercises in the literary forms and criticisms with an aim at the mastery of artistic writing.

ENG. 95 - 96.—Public Speaking. Elective for Seniors only. Three periods a week for both semesters.

This course presents a practical study of the psychological and physical problems of oral persuasion. It includes a comprehensive treatment of the physiological elements of word production, the correction of improper vocal methods, enunciation, pronunciation, gesture and general platform deportment. It also embraces the evolution of oratory, audience analysis and control, analysis of subject-matter and purpose, together with arrangement and development of speech material. The tone system of elocution is employed. The practical aspects of the subject are emphasized, and frequent short speeches are required of the student during the course. In addition thereto, special attention is given to individual criticism and instruction. Presupposes the course of oral English prescribed in Freshman.

REFERENCE BOOKS: *Principles of Effective Speaking*, Sanford and Yeager; *The Production of Correct Speech Sounds*, Mosher.

ENG. 111 - 112.—Mediæval Literature. Three periods a week for both semesters.

An introduction to English literature of the Twelfth and Thirteenth Centuries, with particular stress upon its Continental associations. The "matters" of mediæval literature. The relation of the mediæval church, court and populace to culture.

DEPARTMENT OF HISTORY

SAMUEL F. TELFAIR, M.A., *Chairman;*
Richard J. Foy, A.B., John V. Connorton, M.A.

HIST. 21.—Prescribed for Sophomore A.B. and B.S. I and II. Three periods a week for First semester. Era of Charlemagne to "Reformation," 800-1517 A.D.

Historical significance of the Roman Empire. Conflict with Christianity. Triumph of Christianity. Migration of nations. Conquest of Western Roman Empire. Conversion of barbarians. Growth of papal power. Early Celtic missionary enterprises. Eastern Roman Empire—estrangement from Western Europe by heresy and schism.

Reorganization of Western World under Charlemagne. The Papacy and the Holy Roman Empire. Monasticism—its origin and character, its work for civilization.

Feudalism—its origin, nature and influence for good and evil. Moral revival of Eleventh Century. Hildebrand and his successors, their struggle for law and order against forces of anarchy and absolutism. The lay-investiture conflict.

The Mediæval Church, its imperial character in temporal as well as spiritual sphere—its wealth and political power, origin and justification of same—its rôle as

chief civilizer in every department of human life—its three avenues of energy, the papacy, monasticism, the sacramental system.

Islam, its origin and character, its assaults upon Christian and civilized world. The Crusades, their true nature, causes and effects. The Military Orders and the defense of Christian frontiers against the Moslem. Crusades against heretics. Nature of mediæval heresies. The Inquisition. True nature and theory of mediæval religious persecutions.

Social and economic features of the Middle Ages. The gilds—the rise of cities and decay of serfdom—the age of discoveries and exploration.

Mediæval education—the origin and development of the university—mediæval art, literature and science. Scholasticism—the friars, their missionary, educational and moral influence—their connection with the universities. Age of charity and benevolence.

Development of free institutions in the Middle Ages—the Cortes in the Spanish kingdoms. The French States General. German Diets. Magna Charta and development of English Parliament. Influence of Roman canon law upon European jurisprudence. The Roman civil law, its excellencies, its deplorable effect upon mediæval liberty, its furthering of absolutism. The mediæval concept of the "Catholic Church and Christian State."

Expansion of Europe to East. Entrance of Slavs into Christian civilization. Formation of national governments. Dynastic ambitions and wars.

The Renaissance—Christian and pagan aspects of the movement—its beneficial and disastrous influences upon later Middle Ages.

HIST. 22.—Prescribed for Sophomore A.B. and B.S. I and II. Three periods a week. Second semester. "The Reformation." Revolt of Luther (1517). Peace of Westphalia (1648).

Causes and occasions, remote and immediate, of the religious upheaval of the Sixteenth Century. Contest between papacy and Philip the Fair. Avignon residence of the Popes. The great Western schism. Lollards and Hussites. The black death.

Baneful influence of "Pagan" renaissance. Growing absolutism of civil power, its jealousy of wealth and political position of the Church. Hostility of commercial classes to economic teaching and practices of the mediæval Church. Worldly lives and secular-pre-occupation of renaissance prelates. General weakening of spiritual ties and growth of secularist spirit.

The true character of the religious revolution of the Sixteenth Century and its leaders, as seen in the light of modern research contrasted with traditional *ex parte* views.

Luther and Lutheranism—doctrinal errors and reliance upon civil power—Philip of Hesse, Gustavus Vasa. Chaos, religious, social and political, consequent upon preaching of "New Gospel."

Zwingli and Calvin—further development of doctrine. Huguenot intolerance and conspiracy in France—counter-violence of Catholic party. John Knox and tyrannical measures of the Reformation in Scotland.

Special features of the Reformation in England—divorce of Henry VIII—rupture with Rome and reign of terror. Further Protestantization under Edward VI. Reaction under Mary. Ultimate triumph of political-religious compromise under Elizabeth and the Stuarts.

Barbarous efforts to force Protestantism upon Ireland and their final failure.

Catholic reaction and counter-reformation—the Council of Trent—the Jesuits and kindred orders—the Inquisition, its true history and character. Expansion of Catholicism into new lands, India, Japan, Africa and the Americas.

Wars of religion—internal dissensions and intolerance of Protestants. The Thirty

Years' War. Practical effects of the "Reformation" upon European life; liberty, civil and religious; education, literature and progress.

HIST. 51 - 52.—Elective for Juniors and Seniors. Three periods a week for both semesters. Christian Antiquity and Early Middle Ages, 1-800 A.D.

This course will trace in comprehensive detail the three streams of culture that form the civilization of the Middle Ages—the Pagan, Christian and Barbarian streams. Particular emphasis will be placed on the spirit, organization and growth of the early Church, with a survey of the source material and a review of the modern theories concerning it.

Origins and early development of Christianity. Pagan and Jewish background. Organization of the Apostolic Church. St. Peter and the Primacy. Significance of the work of St. Paul. Obstacles to the propagation of Christianity. Conflict with Paganism. Legal status of Christians in the Roman Empire. Religious and social life. Age of Martyrs. The Apostolic Fathers. Struggle with the heresies—Gnosticism, Origenism, Manicheism.

Laws and policy of Constantine. Arianism and the Council of Nicæa. Founding of New Rome. Development of the Byzantine Empire. Subsequent influence.

Collapse of Roman administration in the West. Infiltration of barbarians; invasions and settlements. Fall of the Western Empire. Conversion of barbarians. Influence of Eastern Church.

Greek and Latin Fathers. Political, cultural, social, religious conditions of the Fourth and Fifth Centuries. Influence of Fathers on contemporaries. Blending of classic and Christian cultures. Contribution to mediæval thought.

Origin and development of Monasticism. St. Benedict and the West. Contributions to early mediæval civilization. Irish Monasticism; saints and scholars. St. Gregory the Great. Progress of Missionaries.

Mohammed and his teachings. Jewish and Christian background. Cause of rise and spread of Islam. Arabian culture and its effect on mediæval thought.

Clovis and the Frankish Empire. The Do Nothing Kings. The Carolingian Line and the Papacy. Rise of papal temporal power. Iconoclasm. Charlemagne and the Holy Roman Empire.

HIST. 71 - 72.—Elective for Juniors. Three periods a week for both semesters. Eighteenth and Nineteenth Centuries. Peace of Westphalia (1648) to Our Own Times.

Rapid survey of Europe from Peace of Westphalia to French Revolution. Power of France and England. The Stuart monarchy. Cromwell. Decay of liberty and religion.

The French Revolution, its causes and leaders—its earlier good features, its later disastrous effects.

Reorganization of Europe by the Congress of Vienna (1815). Career of Napoleon. Holy Alliance.

Irish struggle for land and liberty—redress of many ancient wrongs. Reforms in English Parliament—expansion of empire abroad.

Revolutionary outbreaks and gradual growth in free government all over Europe. Loss of temporal power of the Pope—unification of Italy and Germany.

Vicissitudes of French Government: kingdom, empire, republic. Extension of Russian Empire.

Entrance of Japan into circle of Great Powers—immense industrial and commercial expansion of Europe. Marvelous growth of the United States from colonies to a world power.

Triple Alliance and Entente Cordiale. The great World War. The new era.

HIST. 81 - 82.—Elective for Seniors. Three periods a week for both semesters. American Constitutional History.

This covers: (a) a careful study of the nature and content of the United States Constitution itself.

(b) Its historical background, *i.e.*, the mediæval Catholic political ideals and institutions in which it is rooted, and their later development in England and the colonies: the proximate history of the Constitution as seen in the deliberations of the Constitutional Convention of 1787, its divergencies and compromises.

(c) The later growth of the Constitution, *i.e.*, the men and controversies that have most conduced to its interpretation, expansion or modification down to the present day.

HIST. 91 - 92.—Elective for Juniors and Seniors. Three periods a week for both semesters.

Modern historical problems.

HIST. 161 - 162.—Elective for Seniors. Three periods a week for both semesters.

Modern History of the Mediterranean World.

HIST. 175 - 176.—Elective for Seniors. Three periods a week for both semesters.

American History.

DEPARTMENT OF MATHEMATICS

MARIO J. NARDELLI, M.A., *Chairman;*

Albert L. Scheibelhut, A.B., Joseph V. O'Neill, A.B., William M. Partlan, M.A.

MATH. 11 - 12.

The purpose of the courses in mathematics is to prepare the students for the better understanding of the subject-matter and problems which they will meet in the study of physics and chemistry, as well as to give a proper background to those who wish to take higher studies in mathematics later on. For this reason, the course is a unified course of broad scope, rather than of the separate subjects of college algebra, analytic geometry, trigonometry and calculus, though it contains all of these. The problems are collected from scientific, technical and business sources. Text-book: *Introduction to Mathematical Analysis,* F. L. Griffin.

Prescribed for Freshman B.S. I and Freshman A.B. (instead of Greek). Four periods a week for both semesters.

MATH. 21 - 22.

Continues the course of Freshman Year upon which it is systematically built and correlated. The following are emphasized: Polar and parametric equations. Principles needed for calculus problems. Derivatives and integrals with applications to practical problems. Technique of integration. Curvature and motion in a plane. Further methods of analytic geometry.

Prescribed for Sophomore A.B. (instead of Greek). Students of Sophomore B.S. I who are going to engineering or technical schools take this course instead of Biology. Four periods a week for both semesters.

MATH. 51 - 52.—Elective for Juniors and Seniors. Three periods a week for both semesters.

ADVANCED CALCULUS.—Includes the following: Functions of several variables.

Partial derivatives and multiple integration. Co-ordinates in space. Series, hyperbolic functions, indeterminate forms, and mean values. Elements of differential equations. Plane curves and envelopes.

Differential Equations.—This course deals with methods of solving ordinary and partial differential equations with applications to geometric and scientific problems.

MATH. 53 - 54.—Elective for Juniors and Seniors. Three periods a week for both semesters.

Projective Geometry.—An introduction to modern geometry dealing with the projective properties of fundamental forms of the first and second orders.

Courses 11-12 and 21-22 may be also taken as Electives in Junior and Senior by those who did not have mathematics in Freshman and Sophomore.

MATH. 55 - 56.—Elements of Financial and Statistical Mathematics. Elective for Juniors and Seniors. Three periods a week for both semesters.

In this course the elements of mathematics and statistics are applied to a variety of problems in business. It includes a review of algebra and geometry as applied to statistical technique and graphics with instruction in the use of computational short-cuts.

DEPARTMENT OF MILITARY SCIENCE AND TACTICS

Major Joseph J. Kohn, B.S., C.A.C., U.S.A., *Chairman;*
Major John G. Murphy, B.S., C.A.C., U.S.A., Captain C. Forrest Wilson, B.S., C.A.C., U.S.A.
Elective

A Coast Artillery Unit of the Reserve Officers' Training Corps (R. O. T. C.) was organized in September, 1926. The Reserve Officers' Training Corps provides theoretical and practical military training at civil educational institutions for the purpose of qualifying students for positions of leadership in time of national emergency. The complete course qualifies students for appointment as reserve officers in the military forces of the United States. This education and training is given as a part of the college course.

There are two courses: the Basic, and the Advanced. The first two years comprise the Basic Course; the last two years the Advanced. Once enrolled in either course, the student will be required to complete that particular course. Each student of the R. O. T. C. will be required to take a special physical examination.

Only those whose scholastic average is 75% will be allowed to elect the Advanced Course.

MIL. SC. 11 - 12.—Freshman Year.

Three periods per week theoretical and practical instruction in the following: General military information; military courtesy; military hygiene and first aid; infantry drill regulations; rifle marksmanship; ammunition; cordage; telephones; nomenclature and care of guns and carriages; gun drill.

MIL. SC. 21 - 22.—Sophomore Year.

Three periods per week theoretical and practical instruction in the following: Infantry drill and command; fire control instruments; range section duties; aiming and laying guns; coast artillery definitions; identification of air and water targets.

MIL. SC. 51 - 52.—Junior Year.

Five periods per week theoretical and practical instruction in the following: Map reading and military sketching; position-finding systems; gunnery; heavy artillery and anti-aircraft; analysis of drill and practice; infantry drill and command.

Camp: Advanced Course Students are required to attend one camp of six weeks' duration during the summer following the Junior Year at college. All expenses, including travel, clothing, messing, equipment, etc., are paid by the Government and, in addition, each student receives 70 cents per day while at camp. The camp is enjoyed by the students and is beneficial to health and physical development.

MIL. SC. 61 - 62.—Advanced Course. Senior Year.

Five periods per week theoretical and practical instruction in the following: Military law and Officers' Reserve Corps regulations; military history and policy; battery administration and supply; field engineering; motor transportation; artillery material; artillery tactics; orientation; infantry drill and command.

Commissions: R. O. T. C. Students who complete the entire course, pass the required examinations and graduate from Fordham University are eligible for a commission as Second Lieutenant in the Officers' Reserve Corps when they become 21 years of age. Acceptance of this commission is not obligatory.

DEPARTMENT OF MODERN FOREIGN LANGUAGES

Basile G. D'Ouakil, Ph.D., *Chairman;*

Rev. Gerald G. Walsh, S.J., Ralph L. Bérubé, M.A., Albert F. Kaelin, M.A., James J. O'Brien, A.B., Edmund V. O'Sullivan, A.B., Albert L. Scheibelhut, A.B., LL.B., John M. Vick, A.B., William J. Hirten, A.B.

In the curriculum of the Liberal Arts College, the study of modern foreign languages fulfils a two-fold purpose. It brings the students into contact with the best literature of France, Germany and Spain and gives them a basis of comparison and criticism with their own language and with the classics. Moreover, as a preparation for scientific and professional studies, it supplies an essential requirement as well as the means of making worth-while study and research along scientific lines.

One year of modern foreign language is required for all college students and supposes a two-year high school course as a prerequisite. For those who begin a modern foreign language in college, two years are required for one year's credit.

To further the study of modern foreign language and at the same time prevent the break in continuity, an elective course is offered in Sophomore year for those who are interested and whose previous grades in these subjects are well above average. This course is continued as an elective in Junior and Senior years with emphasis on conversation and scientific literature. The modern language clubs aid very much in maintaining interest and increased scholarship in the respective languages.

Beginning with the scholastic year 1937-1938, a course in Italian will be offered in Freshman Year. Like the other Modern Language courses, it supposes a two-year high school course as a prerequisite. Further courses will be added in the following years.

FRENCH

FR. 11 - 12.—Freshman Year. Four periods a week for both semesters.

Includes study of French classic writers with sight reading supplementing the prepared reading prescribed; upon composition based on the authors and conversation.

A.B.—*First Semester: Contes Divers; Le Bourgeois Gentilhomme; Athalie; Oxford Book of French Verse. Second Semester: Cyrano de Bergerac, Le Cid.*

FR. 13 - 14.

B.S. I and II.—*First Semester: Contes Divers; Le Bourgeois Gentilhomme. Second Semester: Cyrano de Bergerac, Le Ble qui Leve.*

FR. 51 - 52.—Language and Literature. Elective. Sophomore Year. Three periods a week for both semesters.

The aim of this course is to inculcate correctness of speech and a certain idiomatic fluency in the student. The major portion of the class material will be furnished by works exemplifying the cultural and literal heritage which France has bequeathed us. Ease of expression in both the written and spoken word will be attained through the medium of oral and written exercises. The use of the foreign tongue will constitute an indispensable factor toward the achievement of the objective:

Texts: Practical French Composition, Comfort (Heath & Co.). *Lecture Expliquée,* Cru (Silver, Burdett & Co., New York).

FR. 61 - 62.—Literature and Civilization of France. Elective. Junior Year. Three periods a week for both semesters.

This course is designed to give the student a better understanding of France, its culture and its institutions through its literature. It will include an *aperçu* of the Seventeenth Century classical manifestations, and the general aspect of the Eighteenth Century. The course will be given in the vernacular to enable students to acquire a finer feeling for French style, a sense for shades of expression and a mastery of certain difficulties which less advanced courses do not discuss.

Texts: Seventeenth Century French Readings, Schinz and King (Holt & Co.). *Advanced French Composition,* Francois (American Book Co.).

Reference: Le Grand Siècle, Boulanger (Hachette et Cie, Paris).

FR. 71 - 72.—Literature and Civilization of France. Elective. Senior Year. Three periods a week for both semesters.

This course will offer a detailed analysis and critical discussion of a few works representing the Nineteenth Century and contemporary literature. A general outline of the tendencies in this era will be given as an introduction. The language of the class will be French, thus enabling the student to perfect his command of the vernacular.

Texts: Excerpts of Mme. de Staël, Chateaubriand; poetry of Lamartine and Hugo; the religious movement, De Maîstre and Lacordaire. Excerpts from Bourget, Loti, Claudel, Mauriac and Maurois.

Reference: Notre Littérature Etudiée dans les Textes, Marcel Braunschvig (Librairie Armand Colin, Paris). *Histoire de la Civilisation,* Guizot; *Littérature Française,* Nisard.

FR. 103 - 104.—The History of French Literature from Beginnings to 1900.

An appreciative study of the great French writers and, in broad outline, an indication of the influence on this literature of the historical events, social conditions and the general movement of ideas, from the origin of the language to the beginning of the Twentieth Century.

SPANISH

SPAN. 11 - 12.—Freshman Year. Four periods a week for both semesters.

Includes the study of Spanish classic writers, with sight reading supplementing the prepared reading from the authors; composition based on the authors; conversation.

Spanish grammar; Spanish prose composition. *Cuentos Hispanos Americanos; Don Quixote.*

SPAN. 51 - 52.—Elective. Sophomore Year. Three periods a week for both semesters.

(A) Reading of selected works of the Nineteenth Century: Zorilla's *Don Juan Tenorio* (drama); Alarcon's *El Sombrero de Tres Picos* (novel); poetry of Espronceda, el Duque de Rivas, Bécquer, and Campoamor.

(B) Advanced composition and conversation based on topics relating to life in Spain and the Hispanic-American countries; emphasis on the fluent use of a practical vocabulary.

SPAN. 61 - 62.—Elective. Junior Year. Three periods a week for both semesters.

Survey of Spanish literature from the Twelfth to the end of the Eighteenth Century. The following works and authors are considered: Selections from *El Cid Campeador*; Alfonso el Sabio; *Romancero General*; the *Celestina*; Padre Juan de Mariana; Sor Teresa de Jesús; Fray Luis de León; *Lazarillo de Tormes;* Cervantes; plays of the *Siglo de Oro;* fables of Iriarte and Samaniego. Discussions and book-reports in Spanish.

Text: Romera-Navarro: *Antología de la Literatura Española.*

SPAN. 71 - 72.—Elective. Senior Year. Three periods a week for both semesters.

Literature and life of Latin-America. Lectures in Spanish on the culture, history, geography and commerce of Latin-American countries. Reading of selections from the prose and poetry of Rubén Darío, and Hugo Wast's *Desierto de Piedra.* Rapid review of grammar; composition based on commercial letters and documents.

GERMAN

GER. 11 - 12.—Freshman Year. Four periods a week for both semesters.

Includes the study of German classic writers, with sight reading supplementing the prepared reading from the authors; composition based on the authors and conversation.

First Semester: Essentials of German, Vos; *Oral and Written German,* Vos; *Wilhelm Tell. Second Semester: Oral and Written German,* Vos; *Herman and Dorothea,* Goethe; *In Deutschland*; Modern German stories.

GER. 51 - 52.—Elective. Sophomore Year. Three periods a week for both semesters.

History of the German Novelle from the Franco-German War to the fall of the Weimar Republic. This course makes a detailed study of the short story. The

works of at least one representative author of each movement are read. Humanism—Viebig; Impressionism—Schnitzler; Neo-Romanticism—Thomas Mann; Neo-Classicism—Paul Ernst; Activism—Leonhard Frank; Expressionism—Franz Kafka; The New Realism—Hans Fallada.

GER. 61 - 62.—Elective. Junior Year. Three periods a week for both semesters.

Lessing, Goethe and Schiller. A study of the lives and works of the three great dramatists of the Eighteenth Century, including a survey of the intellectual background of the period. *Minna von Barnhelm, Emilia Galotti* and *Nathan der Weise* of Lessing; *Kabale und Liebe, Maria Stuart* and *Don Carlos* of Schiller; *Goetz von Berlichingen, Die Leiden des jungen Werther* and *Faust* of Goethe.

GER. 71 - 72.—Elective. Senior Year. Three periods a week for both semesters.

The Nineteenth Century drama and dramatists. This course covers the development of the drama from the time of Goethe and Schiller to the beginning of the Twentieth Century. Grillparzer's *Der Traum ein Leben* and *Weh dem, der luegt*; Hebbel's *Die Nibelungen*; Hauptmann's *Vor Sonnenaufgang* and *Die Weber*; Sudermann's *Heimat*.

ITALIAN

ITAL. 11 - 12.—Freshman Year. Four periods a week for both semesters.

The course includes a recapulation of Italian grammar, the reading of assigned authors with supplementary sight reading, composition and conversation.

Authors: Silvio Pellico: *Le mie prigioni and Francesca da Rimini.* Goldoni: *La locandiera* and *Un curioso accidente.* Dante: *Vita Nuova.*

ITAL. 51 - 52.—Elective. Sophomore Year. Three periods a week for both semesters.

ITAL. 101 - 102.—Italian Literature. Three periods a week for both semesters.

A practical and synthetic study of Italian literature from the beginnings to the present day, designed to illustrate the relation of the main literary movements to the contemporary tendencies in history, politics and art. This course presupposes a general knowledge of Italian literature and will be given in Italian.

DEPARTMENT OF PHILOSOPHY

Rev. David C. Cronin, S.J., *Chairman;*

Rev. I. W. Cox, S.J., Rev. E. B. Bunn, S.J., Rev. T. T. Farley, S.J., Rev. H. Mulqueen, S.J., Rev. Glen E. Walsh, S.J., Rev. J. J. Coniff, S.J., Rev. Raymond H. Anable, S.J., Rev. Francis T. Day, S.J., Rev. John C. Mullen, S.J., Walter L. Batten, A.B., John G. O'Hara, M.A., William T. Farley, A.B., Paul T. Sayers, A.B., Samuel D. McClelland, M.A.

Junior Year. *Nine periods a week for both semesters. One of these periods each week is devoted to class disputation.*

The Philosophy of Junior Year is divided into four courses as follows:

PHIL. 31.—Logic.

The First Act of the Mind. Simple apprehension and allied notions. The outward expression of ideas. *The Second Act of the Mind.* Judgment, its nature and laws. Propositions. *The Third Act of the Mind.* Reasoning, its nature and expression. The syllogism. Methods of induction. Fallacies. Definition, division, method.

PHIL. 32.—Epistemology.

Truth and falsity. Certitude, metaphysical, physical, moral. Natural and philosophical certitude. Universal scepticism. Methodic doubt. Sources of certain cognition. Consciousness; the senses; ideas. Criticism of Kant's synthetic *a priori* judgments. Intellect, reason, memory, human testimony and belief. Historical criticism; textual criticism. Universals. Criterion of truth. Objective evidence.

PHIL. 33.—Ontology.

The concept of being; analogousness of being. Essence and existence. Possibility, internal and external. Attributes of being; unity, individuality, identity and distinction. Truth and goodness of being. Categories of being. Substance and accident. Hypostasis and personality. Distinction between nature and person. Separability of accident from substance. Principal accidents and their divisions. Quantity, quality, relation. Causes of being, intrinsic and extrinsic. Principle of causality. Perfection of being. Simple and compound being; necessary and contingent being; finite and infinite being. Order and beauty.

PHIL. 34.—Cosmology.

Origin of the world. Pantheistic theories and materialistic views. Possibility of creation. Fact of the world's creation in time. Laws of nature. Reality of activity in inorganic bodies. Design in nature. Intrinsic final tendencies in natural bodies. Contingency of physical laws. Nature, possibility and cognoscibility of miracles. Theory of matter and form. Nature and properties of primal matter and substantial form. Nature and properties of inorganic bodies. Quantity, continuity. Formal effect of quantity. Space and place. Time, eternity and eviternity. Sensible qualities of corporeal substances. Existence of bodies in space. Compenetration and replication of bodies.

A written paper covering some topic of the course will be required under each heading or subject, prior to the examination in that subject.

SENIOR YEAR. The Philosophy of Senior Year comprises two main subjects, Psychology and Ethics. *Five periods a week in each subject for both semesters.*

PHIL. 41.—Psychology.

The problem of life in general. Characteristics of living and non-living matter. Mechanical theories of life. Vitalism, neo-vitalism. The scholastic doctrine. The structure and functions of the nervous system of man. The reflex mechanism and its bearing on psychological problems. The localization of functions in the brain. Modern methods and results. The process of learning. Problems of child psychology. Sleep and dreams; various theories of sleep, its physiological and psychological significance. Hypnotism; the facts and various theories. Nature and kinds of sensations. External and internal senses. Experimental investigation of association and memory.

The Associationist School. The scholastic doctrine concerning sensation. Experimental investigations and the scholastic doctrine of emotions.

Intellectual Life. Essential distinction between intellect and sense. The scholastic doctrine in the light of physiological and experimental data. Sensationalists, Associationists, Materialists, Monists, Psychophysical Parallelists, Positivists, Empiricists, Evolutionists. The three elements of intellectual life, simple apprehension, judgment and reasoning. The origin of ideas. Theory of innate ideas: Plato, Descartes, Leibnitz, Rosmini, Cousin, Fichte, Hegel, Schelling, Kant. Ontologism: Malebranche, Gioberti, Ubagha. Traditionalism: De Bonald, Bonnetti, Ventura. The scholastic Aristotelian doctrine. The scholastic doctrine on judgment and reasoning. The will; its essential difference from the sensitive appetite. The object of the will. Motives, deliberation. Necessary and free acts. The nature of free will. Moral aspect of free will. Free will the necessary complement of man's rational nature. The various forms of determinism. The perversions of the will; crime and insanity.

The human soul. The substantiality and the so-called "actuality theory." The stream of consciousness; the perception of abiding identity of the ego. The simplicity of the soul; the spirituality of the human soul. Union of soul and body. Aristotelico-Scholastic doctrine. Descartes' doctrine. Doctrine of Plato, Malebranche, Locke, Rosmini, etc. Modern theories. Origin of the human soul. Traducianism. The scholastic doctrine. Immortality of the human soul. Ethical and teleological arguments. The universal belief of mankind and its value as an argument.

PHIL. 42.—Natural Theology.

The existence of God. Various arguments. Refutation of the so-called ontological arguments. The essence of God. His attributes; infinity, unicity, simplicity, immutability, eternity, invisibility, incomprehensibility. The cognition of God. Its objects, primary and secondary. His cognition of the possibles, of necessary and free future acts, of the futuribles. The Will of God. Its objects, primary and secondary. Necessary and free objects. His Will, the principle of creation. The creative power can in no sense be shared by creatures. Divine preservation and concurrence. Divine providence and its relation to existing evil.

A written paper covering some topic of the course will be required three times a year prior to the written examination in that course.

PHIL. 43.—Ethics.

Definition, nature, scope and object of ethics. Beatitude, the ultimate intrinsic end of man. God's external glory, the ultimate extrinsic end of man. Goodness; proximate norm, rational nature; ultimate norm, Divine Nature. The human act: its imputability, merit, morality. The norm of morality. External norm: Law, eternal, natural, positive. Obligation, Divine and human. Internal norm: conscience. Theological and moral virtues.

Duties to God. Interior and exterior worship. Obligation of accepting Divine revelation. Duties to self. Acquisition of knowledge essential to eternal welfare and performance of duties of life. Duties to preserve health and life. Duties to others. Respect for rights of others to intellectual and moral integrity, to health and life, to good name and property. Right to material things. Right of private property. Ownership. Socialism and collectivism.

PHIL. 44.—Ethics.

Society in general. Definition, nature, origin. Kinds of society. Domestic society—Conjugal: nature, primary and secondary purposes. Essential properties, unity and indissolubility. Education of children. Right of education of children belongs to parents alone. Duty of civil and religious society. Industrial society: wages, individual and general norms. Civil society: origin, genetic, historical, juridical. End

of civil society. The State: primary purpose to secure the rights and liberty of its members; secondary purpose, to afford equitably the opportunities socially necessary for temporal prosperity. Civil authority. Government. Function and form. Legislative, executive, judicial. Purpose of government; forms of government. The State and conscience. Liberty of conscience. Relations of Church and State. International right. Ethical and juridical duties and rights of nations. International law.

A written paper covering some topic of the course will be required three times a year prior to the written examination in that course.

PHIL. 103 - 104.—History of Mediaeval Philosophy. Three periods a week for both semesters.

From the Pre-Socratics to Aristotle.

PSYCH. 117 - 118.—Experimental Psychology. Three periods a week for both semesters.

Cf. Graduate School Catalogue for additional courses in Philosophy and Psychology open to undergraduates.

DEPARTMENT OF PHYSICAL TRAINING

Vincent F. Clancy, A.B., *Chairman;*
John P. Hayes, A.B.

P. EDUC. 11 - 12.—Freshman-Sophomore.

P. EDUC. 51 - 52.—Junior-Senior.

Two periods a week. Compulsory for Freshman and Sophomore, except for those taking Military Science; elective for Junior and Senior.

This course is given for two periods a week. At the beginning of the year, each one undergoes a thorough physical examination, the result of which determines the nature and extent of the course for each one.

The course consists of a brief calisthenic drill, basketball, handball and tennis games, field and track exercises. The last fifteen minutes of the period are devoted to swimming. For those who cannot swim, special instructions are given at the beginning of the period. Fulfilment of the requirements of this course will be necessary for promotion. All will be required to learn to swim before the completion of their Sophomore year.

DEPARTMENT OF PHYSICS

Rev. J. Joseph Lynch, S.J., *Chairman;*
William A. Lynch, Ph.D., William P. Hurley, M.S., William T. McNiff, M.A., Theodore Zegers, S.J.

PHYS. 11 - 12.—General Physics. Freshman B.S. I. Four didactic and one laboratory period a week for both semesters.

The subjects treated during the year will be: Mechanics, sound, heat, light and electricity. The laboratory will follow the associated lecture work. This course aims to give a fundamental course in Physics and prepares for specialized elective work in the following years.

PHYS. 31 - 32.—General Physics. Junior A.B. and B.S. II. Three didactic and one laboratory period a week for both semesters.

The subjects treated during the year will be: Mechanics, sound, heat, light and electricity. The laboratory will follow the associated lecture work. This course aims to give a general fundamental course in Physics.

PHYS. 51 - 52.—Vector Analysis and Differential Equations. Elective, Junior and Senior. Three didactic periods a week for both semesters.

The subjects treated will include the following: Addition and scalar multiplication of vectors, scalar and vector products, the differential and integral calculus of vectors. Numerous applications to physics will be presented in the discussion of each subject.

PHYS. 61 - 62.—Electricity and Magnetism. Elective, Junior and Senior. Three didactic periods and one laboratory period a week for both semesters.

The topics treated during the course will be: General magnetism, terrestrial magnetism, electrostatics, electric current, electrolysis, thermo-electricity, electromagnetics, alternating and varying currents, electromagnetic radiation, conduction in gases, radioactivity, electrons and atoms.

The laboratory work will follow the associated lecture work.

PHYS. 63 - 64.—Physical Optics. Elective, Junior and Senior. Two didactic periods and one laboratory period a week for both semesters.

The topics treated during the year will include the following: The nature of light, the phenomena of reflection, refraction, dispersion, interference and diffraction of light. The theory of these phenomena will be adequately treated. The resolution of spectral lines, polarization and double refraction, absorption, the optical properties of metals, rotary polarization, magneto-optics, electro-optics, fluorescence, phosphorescence, the laws of radiation, the nature of white light and the relative motion of ether and matter.

Appropriate experimental work will follow the order of the lectures.

PHYS. 71 - 72.—General Geology and Petroleum Geology. Elective for Junior and Senior. Three periods a week for both semesters.

First Semester. General Geology. The materials of the earth-minerals and rocks are first considered, followed by a discussion of the weathering of rocks, their movements, structural arrangement, and the effects of streams. Glaciers, wind, sea, volcanoes, underground waters, mountains and lakes are then taken up in order as geological agencies.

Second Semester. Petroleum Geology. The subjects discussed in this course are the origin, distribution and occurrence of petroleum. Geophysical methods of prospecting are also treated.

PHYS. 81 - 82.—Seismology. Elective for Junior and Senior. Three periods a week for both semesters.

Fundamental principles of seismology. Earthquake waves, kinds and velocity of waves, reflection and refraction of waves within the earth. Study of various phases on active seismograms.

PHYS. 83 - 84.—Seismometry and Applied Geophysics. Elective for Junior and Senior. Three periods a week for both semesters.

First Semester. Seismometry. Principles of the seismograph with practice in

manipulation of the Milne-Shaw, Galitzin, Wood-Anderson and Benioff seismometers in use at the Fordham Station; study and interpretation of seismograms recorded by above instruments; locations of epicenters and foci.

Second Semester. Applied Geophysics. Principles and practice of the various methods of geophysical prospecting: seismic, gravity, magnetic, electrical, radioactive and thermal.

PHYS. 91 - 92.—Analytical Mechanics. Elective for Junior and Senior. Three periods a week for both semesters.

This course will embrace in general the following topics: The statics and dynamics of a particle, the statics and dynamics of a rigid body, center of gravity, flexible cords, kinetics of a particle, work and energy, constrained motion, movement of inertia, collision of spheres and kinetic friction.

The Fordham Seismological Station

In connection with the study of Geology and Advanced Physics, the Seismological Station of the University offers opportunities possessed by few educational institutions in the country.

The Observatory, "than which," in the words of the late Professor Turner of Oxford, "none better exists," is equipped with Wiechert (two components), Milne-Shaw (two components), Galitzin (three components) and Wood-Anderson seismographs. It is operated chiefly for the purpose of research work in connection with the Jesuit Seismological Association, as well as in co-operation with the Division of Seismology of the Coast and Geodetic Survey of the United States Government.

Both the geographical theories and the physical principles underlying earthquake activity and its detection by the seismograph are explained to all students in Science courses, and in cases where particular inclination and aptitude are evident, special students in Seismology are accepted.

DEPARTMENT OF POLITICAL AND SOCIAL SCIENCE

Rev. Ignatius W. Cox, S.J., *Chairman;*

William T. Shields, A.B., Daniel J. Ahearn, A.B., M.A., LL.B., William M. Partlan, M.A., John F. Mahoney, B.S., C.P.A., Edmund F. Bowen, C.P.A., Joseph V. O'Neill, A.B., LL.B., Cornelius M. Ahearn, M.S.

ECONOMICS

ECO. 11 - 12.—Prescribed for Freshman B.S. II. Three periods a week for both semesters.

The nature and scope of economics. Economic concepts. Production, distribution and consumption of wealth. Value and price. Money. Credit. Banking.

Business cycles. International trade. Tariffs. Protection and free trade. A brief history of economic thought. Liberalism. Socialism. Communism. The New Deal.

ECO. 21 - 22.—Prescribed for Sophomore B.S. II. Three periods a week for both semesters.

Distribution. Wages. Interest. Rent. Profits. Corporations. Trusts and monopolies. Labor legislation. The Encyclicals on Capital and Labor. Problems of labor. Industry and agriculture. Transportation. Insurance. Social saving and waste. Public finance.

ECO. 51 - 52.—Elective for Junior A.B., B.S. I. Three periods a week for both semesters.

The nature and scope of economics. Its relation to ethics. The production, distribution and consumption of wealth. Value and price. The theory and practice of money and credit. Banking: its theory, practice and history. Business cycles. International trade. A brief history of economic thought. Modern theories pertaining to the distribution of wealth.

ECO. 61 - 62.—Elective for Senior A.B., B.S. I. Three periods a week for both semesters.

Distribution. Social groups. Present-day problems pertaining to wages, interest, rent and profits. Transportation. Corporations. Trusts and monopolies. Stock Exchange. Social planning. Saving and waste. Problems of labor, industry, finance and agriculture. Insurance. The Encyclicals on Capital and Labor. Public finance. National and international debts.

ECO. 71.—Elective for Junior Year, B.S. II. Three periods a week for both semesters.

The Economic History of America: The colonial age. The agricultural era. The formation of the laboring class. The canal and railroad eras. The machine age. The era of big business. The World War and its problems. World trade.

ECO. 72.—Statistics.

An introductory course in the collection, classification and tabulation of numerical facts, and their use in business. The mathematics of investment.

ECO. 81.—Elective for Senior Year, B.S. II. Three periods a week for both semesters.

Banking: An advanced course in banks, banking, credit, prices and money. Domestic and foreign exchange. The stock market.

ECO. 82.—Modern Economic Problems.

Corporations. Trusts. Private property. The Government in business. The economic and social aspects of government revenue and spending. The diffusion of wealth. Industrial conflict and peace. Unemployment. Social insurance. Marketing.

POL. 143 - 144.—The Social Question—Its Background and Changing Aspects. Three periods a week for both semesters.

(1) The economic setting of the social question in its relation to the national income and its distribution. (2) Problems of the Labor Market and Industrial Relations. (3) The changing interpretations of economic problems in the light of the development of economic doctrines.

GOVERNMENT AND INTERNATIONAL RELATIONS

POL. 123 - 124.—Government in the United States. Three periods a week for both semesters.

It is the purpose of this course to develop a comprehensive analysis and survey of the structure and function of our American National government with a major emphasis on its constitutional aspects; to point out the major problems which have arisen and to discuss critically both their suggested and adopted solutions, emphasizing the dominant trends of remedial action; to examine critically the constitutional relations among Federal, State and Local government in the United States; (B) To analyze the structures and functions of State and Local government; (C) To analyze and critically evaluate the suggested and adopted solutions to State and Local problems which have arisen.

POL. 181 - 182.—Introduction to the Study of Public International Relations. Three periods a week for both semesters.

A comprehensive survey of the historical development of the Public Relations between nations. The significance of the various factors which condition these relations. A synthesis of the causation which culminated in the World War. The main aspects of the post-war development both political and economic.

SOCIOLOGY

POL. 161.—The Social Structure. Three periods a week for both semesters.

This course will deal with the general subject-matter of sociology through an analysis of the social structure. Following a preliminary treatment of relevant social concepts and current sociological terminology attention will be focused on the more fundamental social forms and social forces. The following will be analyzed: Community; the family; the class system; types of associations, institutions and groups; social codes; fashion; custom; imitation; law; mores; morals and types of social sanctions. Special attention will be given to the social heritage, the environment and factors conditioning social processes. Sociological theories of social change will be discussed, and an attempt will be made to analyze this problem in the light of the various conditioning factors and in relation to individual and social values.

POL. 162.—Agencies of Social Control.

The first part of this course deals with the principles which make for stability and coherence in social life and corresponding attitudes and interests embodied in institutions, forms and agencies of social control. The second part will deal more particularly with forms and agencies of social control together with particular applications to contemporary society.

BUSINESS ADMINISTRATION

B.A. 11.—Required for Freshman B.S. II. Four periods a week for both semesters.

An introduction to the fundamental principles of business administration and accounting. The purpose of this course is to introduce and acquaint the student with the principles, methods and practical phases of business administration through the

study of accounting. The course comprises a study of the balance sheet, the statement of profit and loss, the development of double entry theory and practice, outlining the development of the modern books of account required to collect the information necessary for the two types of financial statements mentioned above. The principles, as discussed, are illustrated by the solution of problems in class.

B.A. 12.

Partnership: Some basic legal and business aspects, organization of the partnership, preparation of partnership agreement, admission of new partner, value of goodwill, distribution of profits and dissolution. A partnership set of books are kept by the student, illustrating the principles of partnership accounting.

Corporations: This is an introductory course in the corporate type of business. Some of the principal topics discussed are: corporate promotion, organization and records; capital stock; bond issues; amortization; sinking funds; reserves; surplus and dividends. All demonstrated by practical problems in class.

B.A. 21 - 22.—Required for Sophomore B.S. II. Three periods a week for both semesters. Prerequisite, B.A. 11-12.

An intermediate course in the principles of business administration and accounting. The material matter covered in this course deals principally with: the preparation and analysis of financial statements at the end of accounting periods; advanced problems in partnership and corporations; method of handling instalment sales; consignments; joint ventures; accounting for insolvent concerns. Ample problem material is used during the course to illustrate the principles studied.

B.A. 51 - 52.—Elective for Junior A.B. and B.S. I. Three periods a week for both semesters.

An introduction to the fundamental principles of accounting. Its purpose is to acquaint the student with the principles, methods and scope of accounting, and through the study of accounting to introduce the student to practical phases of business administration. The place of accounting in the business unit, and its relation to economics and law are emphasized. The course comprises a study of the balance sheet, the statement of profit and loss, the account, and the development of the double entry theory and practice, outlining the development of the modern books of account required to collect the information necessary for the two types of financial statements mentioned above. The principles, as discussed, are illustrated by the solution of problems in class. During the last month of the course, a short set of books is kept by the student under supervision of the instructor.

B.A. 61 - 62.—Elective for Senior A.B. and B.S. I. Prerequisite, B.A. 51-52. Three periods a week for both semesters.

Types of accounting records and their development, controlling accounts, theory and practice of partnership accounts, introduction to corporation accounting, special features, such as accounting for cash, negotiable instruments, discounts, balance sheet valuation, consignments, special ventures, etc. The principles discussed are illustrated by the solution of problems in class. During the term, a short set of books is kept by the student under supervision of the instructor, illustrating the principles of partnership and corporation accounting.

B.A. 71 - 72.—Elective for Junior B.S. II. Three periods a week for both semesters. Prerequisites, B.A. 11-12 and 21-22.

Mathematics of accounting is given for the purpose of familiarizing the student with the various mathematical problems encountered in the study of business administration and accounting. Some of the important contents of this course consist of:

Verification of computations; statistical percentages; method of controlling merchandise; financial and operating ratios; short method for computing simple interest; commercial and bank discounts; averages and averaging accounts; compound interest calculations for sinking funds; bond valuations, and scientific amortization of premium and discount on bonds.

Cost Accounting: An elementary course in principles of costing the production of manufacturing organizations. Principal features discussed are: elements of manufacturing costs; accounting for material, labor and indirect manufacturing expense; methods of distributing manufacturing expense to production; types of cost systems; control of cost records by the general books, and the design and use of forms and reports. Practice material consists of a short set of manufacturing cost accounts.

Cost accounting is treated in class as a separate subject for two hours a week, and mathematics of accounting is treated as a separate subject for one hour a week.

B.A. 81 - 82.—Elective for Senior B.S. II. Prerequisites: Freshman, Sophomore, Junior B.S. II courses in Business Administration. Three periods a week for both semesters.

This course covers the study of some of the more advanced subjects of business administration. Some of the major topics discussed are: Estate and fiduciary accounting, actuarial science, foreign exchange, fire and life insurance, temporary investments, permanent investments in stocks and bonds, consolidations, mergers, holding companies, consolidated balance sheets, consolidated profit and loss statements. All the principles discussed in class are illustrated by the use of ample problem material.

B.A. 91 - 92.—Business Law. Elective. For Seniors only. Three periods a week for both semesters.

The origin of law and its development. Its place in the business world. The Courts of to-day and their functions. Law and Equity contrasted. Equity's development and growth.

Contracts.—The parties; disabilities that bar. Offer and acceptance. Consideration; legality of purpose and subject-matter. The rights of third parties. The operation of contracts, their construction and discharge. Remedies for a breach. Contracts under seal and specialties. The statute of frauds. The statute of limitations.

Agency.—A contract relationship. Its creation, the source and scope of the agent's authority. The principal's liability to third parties through the agency relationship. The undisclosed principal. The agent's liability to principal and third parties. Termination of the relationship. Special forms of agency.

Partnership.—A contract relationship. The uniform partnership law and its effect. Relations between partners, their rights and duties. The relation of partners with third parties. Dissolution, cause and grounds. Effect of dissolution upon the partners and upon their relationship to third parties. Special partnership.

DEPARTMENT OF RELIGION

Rev. Theodore T. Farley, S.J., *Chairman;*

Rev. Robert L. Ryan, S.J., Rev. John F. Dwyer, S.J., Rev. David C. Cronin, S.J., Rev. Harold Mulqueen, S.J., Rev. Glen E. Walsh, S.J., Rev. John J. Coniff, S.J., Rev. Terence J. Boyle, S.J., Rev. William X. Quilty, S.J., Rev. Joseph E. Nolan, S.J., Rev. Thomas H. Moore, S.J., Rev. George P. McGowan, S.J., Rev. Francis T. Day, S.J., Rev. John C. Mullen, S.J.

REL. 11.—Freshman Year. Two periods a week for both semesters.

First Semester: Religion and revelation. Proofs of a Divine revelation—prophecies and miracles. The documents of the Christian religion—the Gospels, their historical value. The claims of Jesus of Nazareth to Divinity. The character of Jesus of Nazareth. The fundamental doctrines of Jesus of Nazareth. The proofs of His Divinity—His prophecies and miracles. His resurrection. Various testimonies to His Divinity. (*Truth of Christianity Series. The Defense of the Catholic Church,* Doyle, pp. 1-158. *Cf.* Wilmers, pp. 1-61.)

REL. 12.—Second semester.

Perpetuating Christ's doctrines and mission—establishment of a teaching body. Characteristics of this teaching body. Primacy of Peter. Successor of Peter in the primacy. Christ established a Church. Nature and characteristics of Christ's Church. Christ's Church necessary to salvation. Marks of Christ's Church. Catholic Church alone has these marks. Primacy of Christ's Church. Infallibility of the Pope. Church and State. (*Truth of Christianity Series. The Defense of the Catholic Church,* Doyle, pp. 159-283. *Cf.* Wilmers, pp. 62-133.)

REL. 21.—Sophomore Year. Two periods a week for both semesters.

First Semester: Summary of Freshman subject-matter. Holy Scripture and Tradition. Canon of Holy Scripture. Rule of Faith. Nature and necessity of faith. The Redemption and Incarnation. The Person and Natures of Christ. Divine and Human Wills of Christ. Hypostatic union. The Mother of God. The work of the Redemption. The application of the Redemption. (*Handbook of Christian Religion,* Wilmers, pp. 134-151; 245-280; 401-436.)

REL. 22.—Second semester.

Grace, its nature and necessity. Sanctifying and actual grace. Means of grace—the Sacraments. Baptism. Confirmation. Holy Orders. (*Handbook of Christian Religion,* Wilmers, pp. 281-326; 365-372.)

REL. 31.—Junior Year. Two periods a week for both semesters.

First Semester: Summary of Freshman and Sophomore subject-matter. The Holy Eucharist—sacrament and sacrifice. Penance. Indulgences. Extreme Unction. Matrimony. (*Handbook of Christian Religion,* Wilmers, pp. 327-365; 372-378.)

REL. 32.—Second semester.

The Last Things. Particular and General Judgment. Heaven. Purgatory. Hell. Virtue of Religion. Sins against Religion. Invocation of Saints. Veneration of images and relics. (*Handbook of Christian Religion,* Wilmers, pp. 379-398; 436-494.)

REL. 41.—Senior Year. Two periods a week for both semesters.

First Semester: Summary of previous subject-matter. Christian Dogma. Existence and attributes of God. The Trinity. (*Handbook of Christian Religion,* Wilmers, pp. 151-153;154-199.)

REL. 42.—Second semester.

God the Creator. Divine Providence. The spiritual world. The material world. Man. Our first parents. The fall of our first parents. Share of the human race in the fall. Original sin. Purpose of the material world. The angels. The demons. (*Handbook of Christian Religion,* Wilmers, pp. 200-244.) Vocation and states of life.

Reference Books: *God the Redeemer,* Herzog, S. J.; *The Channels of Redemption,* Herzog, S.J.; *God and Creation,* Chetwood, S.J.; *Religion and Leadership,* Lord, S.J.; *The Catholic Church and the Modern Mind,* Morrison, S.J.; *Christian Life and Worship,* Ellard, S.J.; *Apologetics and Catholic Doctrine,* Sheehan; *Religion Outlines for Colleges,* Cooper.

College Organizations

APOSTLESHIP OF PRAYER AND LEAGUE OF THE SACRED HEART

Devotions in honor of the Sacred Heart are held on the First Friday of each month. The League leaflets are distributed in each class every month by the promoters. A public reception of Promoters is held at end of the year at which the new Promoters receive the Promoter's Cross and Diploma.

Faculty Moderators: Reverend Thomas H. Moore, S.J.
Reverend Robert L. Ryan, S.J.

THE PARTHENIAN SODALITY

This Sodality is composed of resident students under the invocation of the Purification of the Blessed Virgin Mary, and the patronage of St. Aloysius.

Faculty Moderator: Reverend John J. Coniff, S.J.

Officers: Emil J. Dul, '38, *Prefect*; Albert J. Babartsky, '38, *First Assistant*; Arthur W. Wilderotter, '38, *Second Assistant*; Vito F. Nole, '38, *Secretary*.

SODALITY OF THE IMMACULATE CONCEPTION

This Sodality is composed of non-resident students of the Senior and Junior classes, and is under the patronage of the Immaculate Conception.

Faculty Moderator: Reverend Robert L. Ryan, S.J.

Officers: Edward J. Mortola, '38, *Prefect*; John C. Carolin, '38, *First Assistant*; Joseph A. Larkin, '38, *Secretary*; Thomas F. Farrelly, '38, *Treasurer*.

SODALITY OF THE HOLY ROSARY

This Sodality is composed of non-resident students of the Sophomore class, and is under the patronage of the Holy Rosary.

Faculty Moderator: Reverend Joseph E. Nolan, S.J.

OFFICERS: John J. Emerich, '40, *Prefect*; John J. Hayes, '40, *First Assistant*; Joseph A. Casey, '40, *Second Assistant*.

MEDIATRIX OF ALL GRACES SODALITY

This Sodality is composed of non-resident students of the Freshman Class and is under the patronage of Our Lady, Mediatrix of All Graces.

Faculty Moderator: Reverend Thomas H. Moore, S.J.

OFFICERS: John A. Gintakes, '41, *Prefect*; Frank P. Ford, '41, *First Assistant*; John T. Loonam, '41, *Second Assistant*.

ST. JOHN BERCHMANS SODALITY

The members of this Sodality serve Mass, and assist at Benediction and the other public religious functions held throughout the year.

Faculty Moderator: Mr. Edward N. May, S.J.

OFFICERS: Richard L. Whitmore, '38, *President*; William J. Schrimer, '38, *Vice-President*; Grover J. Sprague, '38, *Secretary*; Joseph A. Callaghan, '38, *Master of Ceremonies*; Gerard V. Cosgrove, '39, *Assistant Master of Ceremonies*.

SOCIETY OF ST. VINCENT DE PAUL
FORDHAM UNIVERSITY CONFERENCE

The object of this conference is to sustain its members by mutual example in the practice of a Christian life; to visit the poor in their dwellings and to apply themselves according to their abilities and the time which they can spare to the elementary and Christian instruction

of poor children whether free or imprisoned; also to undertake any work of charity which will not oppose the end of the Society.

Through the generosity of the student body and by money obtained from their own efforts, they are able to help the devoted Sisters who labor in our religious communities.

Faculty Moderator: Reverend Aloysius R. Mack, S.J.

OFFICERS: Robert T. Dempsey, '39, *President*; John W. Sheehan, '39, *Vice-President*; Joseph R. Duddy, '39, *Secretary*; John H. Flaherty ,'39, *Treasurer*; Michael J. Hearn, '39, *Librarian*.

THE HARVESTER CLUB

The object of this club is to further the work of the Catholic Students' Foreign Mission League according to the general directions of the Diocesan Director of the League and to keep alive, among Fordham students, interest in the American Jesuit Missions in Jamaica and the Philippine Islands. The Harvester Club is the one organization of the University which participates in the diocesan movement among Catholic college students of both sexes for the advancement of interest in the Foreign Missions. Its members have visited parochial schools to instruct the children about the Missions and in the University itself the Harvesters strive to maintain interest in former Jesuit professors or Fordham students who at present may be in the Mission fields.

In co-operation with this work is the direct appeal made monthly to all the students for support of the Foreign Missions and the Society for the Propagation of the Faith. Mite Boxes are distributed to each class and the offerings collected applied to the work of the Foreign Missions.

Faculty Moderator: Reverend David C. Cronin, S.J.

OFFICERS: Edward B. McGinty, '38, *President*; Gerard V. Cosgrove, '39, *Vice-President*; Francis M. Hines, '39, *Secretary*; Edward P. Shannahan, '39, *Treasurer*.

FORDHAM UNIVERSITY COUNCIL OF DEBATE

This Society was organized in 1854. Its object is to accustom its members to speak with ease and fluency in public. Meetings are held weekly after class hours. The exercises consist of debates, formal and

extemporaneous, on subjects of political or economic interest. Membership is confined to a limited number of students from the two upper classes of the College. A number of intercollegiate debates are held each year and a Lecture Group appears in lectures and debates before many civic, religious and literary organizations.

Faculty Moderators: Reverend John J. Coniff, S.J.
Charles T. Broderick, A.B.

Officers: Joseph A. Larkin, '38, *President*; Thomas F. Farrelly, '38, *Vice-President*; John J. Sheehy, '38, *Secretary*.

THE HUGHES DEBATING SOCIETY

This Society takes its members from the Sophomore class, succeeding the Freshman Forum, organized in 1924. Its purpose is to train its members in the methods of collegiate debating and thus prepare them for the Council of Debate.

Faculty Moderator: Harold J. McAuley, A.B., LL.B.

Officers: Joseph J. Heffernan, '40, *President*; John J. Emerich, '40, *Vice-President*; Thomas A. Reynolds, '40, *Secretary*; Henry J. Smith, '40, *Treasurer*.

FRESHMAN FORUM

The Freshman Forum, a debating society exclusively for the Freshmen, reorganized in 1936-1937, prepares its members, through training in methods of collegiate debating, for the Hughes Debating Society of Sophomore Year.

Faculty Moderators: Reverend Joseph A. O'Connor, S.J.
Reverend John J. Coniff, S.J.

Officers: Gerard D. Jones, '41, *President*; William F. Schieffer, '41, *First Vice-President*; Vincent P. Brennan, '41, *Second Vice-President*; Charles E. Boyd ,'41, *Secretary of Section I*; John T. Dugan, '41, *Secretary of Section II*.

THE FORDHAM MONTHLY

The *Monthly* was first published in November, 1882. It is edited by students of the College Department and is the official organ of the student and alumni bodies. The subscription is two dollars per year.

Remittances, literary contributions and letters should be addressed: *The Fordham Monthly*, Fordham University, New York, N. Y.

Faculty Moderator: Reverend James A. Taaffe, S.J.

Editor-in-Chief—Robert E. Doerr ,'38; *Associate Editors*—Charles R. Byrne, '38; William A. Harvey, '38; William de R. Taaffe, '38; Joseph V. Dolan, '39; John W. Donohue, '39; John W. Hayes, '39; Gilbert P. Hennessey, '40; Gerald J. Johnson, '40; John P. McElroy, '40; Michael J. O'Leary, '40; Thomas A. Reynolds, '40; Frank P. Ford, '41; *Art Editors*—Bernard J. Loughlin, '39; Michael J. O'Leary, '40; Edward S. Rice, '40; *Business Staff*—Donald L. Firnstein, '40, *Manager*; James A. McDonald, '41, *Assistant*.

THE FORDHAM RAM

This is the weekly College newspaper and its purpose is to keep the students informed of all the timely, appealing and significant events occurring in the University's various schools. It was begun in 1918. Volumes I and II appeared in 1918 and 1919, and it was then discontinued. Volume III appeared in 1921, and *The Ram* has continued since that date. This brings the interests of the University before all its students and creates school spirit. It enables the metropolitan dailies, too, to get a comprehensive view of events of "news" value.

From the standpoint of the students, *The Ram* is a medium of clear, concise and arresting expression. Those who write in it are compelled to observe and discriminate between real and alleged facts and to cultivate a balance of judgment in commenting on them. They must be reliable in fulfilling their assignments and prompt, persevering and unfailing in their attention to details. The business conduct of the paper develops an executive ability in those who are entrusted with this responsibility.

Faculty Moderator: Reverend Lawrence S. Atherton, S.J.

Editor-in-Chief—Leo S. Loomie, '38; *Business Manager*—William A. Pfister, '38; *Managing Editor*—John A. McGurty, '38; *Sports Editor*—William W. Love, '38; *Assistant Sports Editor*—Thomas McLaughlin, '39; *News Board*—James J. Lyons, Jr., '39; Gerard V. Cosgrove, '39; John M. Keavey, '39; Edward J. Goett, '39; *News Staff*—Martin F. Sullivan, '39; Richard L. Breen, '40; Joseph F. Kroppy, '40; Richard J. Grace, '41; Henry C. Schnibbe, '40; Edward P. McNulty, '41; Charles E. Georgi, '41; Gerard J. Carney, '40; James C. Barnett, '40; Alfred J. Hannon, '41; Vincent A. Carberry, '41; *Sports*

Staff—W. James Barnwell, '40; Gabriel Cucolo, '39; James R. Fitzgerald, '40; William H. Mulligan, '39; John J. Hedderson, '41; Vincent Cahill, '41; Francis J. Shelley, '38; James Brady, '40; Thomas L. Barr, '41; *Business Staff*—Robert Stanford, '40; A. J. Geiringer, '40; Gustav Kvalden, '40; Robert J. Johnston, '39; Matthew Dooney, '39; *Circulation Manager*—John J. O'Connor, '39; *Cartoonists*—Donald Slattery, '40; Anthony Pisciotta, '41; *Reference Manager*—Donald L. Kearney, '39; *Circulation Staff*—Joseph Brogan, '41; Edward Moroney, '39; William Latz, '39; *Photography Staff*—Edward Fagan, '41.

THE QUILL CLUB

The Quill Club was organized in the Freshman Class of 1925. Its membership was restricted, that year, to the Freshman Class. It is now composed of students of the upper classes and its purpose is to carry on the work begun in the present Freshman society, the Scriveners. At each of the meetings, which are held every second week, time is devoted to the study and the practice of the principles and technique of the short story. Original stories are read and criticized and some particular phase of short story construction is presented and discussed.

Faculty Moderator: Reverend James A. Taaffe, S.J.

Officers: Robert E. Doerr, '38, *President*; William de R. Taaffe, '38, *Vice-President*; John W. Hayes, '39, *Secretary*; John W. Donohue, '39, *Censor*.

THE SCRIVENERS

This society is composed of Freshmen who are interested in the study and the writing of the Short Story. The composition of original stories by the members serves as an introduction to the more advanced work of the Quill Club.

Faculty Moderator: Reverend James A. Taaffe, S.J.

Officers: Frank P. Ford, '41, *President*; J. Kenneth Campbell, '41, *Vice-President*; George F. O'Brien, '41, *Secretary*; John T. Dugan, '41, *Censor*.

THE STUDENT COUNCIL

The Student Council is made up of the Presidents of each class, of the Council of Debate, Harvester Club, Mimes and Mummers, the Chairman of the Board of Directors of the Glee Club, the Editors of

the *Monthly* and *Ram*, the Prefect of the Immaculate Conception Sodality and the Manager of the Band. Its acts as a Student Governing Board, directing and supervising campus activities, class elections, social events on the campus, celebrations, student customs and intramural athletics. Through the Council, the Administration is made better acquainted with student opinion and needs, and the faculty is brought into closer relationship with the student body.

The Constitution of the Student Council will be found in the Handbook of Information for Undergraduate Students.

Faculty Moderator: Reverend Robert L. Ryan, S.J.

OFFICERS: Ralph R. Hylind, '38, *President*; Vito F. Nole, '38, *Vice-President*; Richard L. Breen, '40, *Secretary*; Robert V. Hassmiller, '39, *Treasurer*.

THE PRESS CLUB

This Club, originally made up of those who wrote for the metropolitan newspapers, was reorganized 1936 into an organization for those who look forward to journalism as a career.

Faculty Moderator: Reverend Lawrence S. Atherton, S.J.

OFFICERS: John A. McGurty, '38, *President*; Justin A. McCarthy, '38, *Vice-President*; John M. Keavey, '39, *Secretary*; James J. Lyons, '39, *Treasurer*.

THE MAROON

In 1916 the first Fordham Year Book, *The Maroon*, was published. It has appeared yearly since that date, and is now one of the best traditions of the College. The history of the graduating class and the participation of its members in the various college activities, their pictures as well as many other pictures of the campus and college activities make it a volume cherished by all, a continuous reminder of college days.

Faculty Moderator: Reverend Charles J. Deane, S.J.

Editor-in-Chief—William deR. Taaffe, '38; *Assistant Editor*—Robert E. Doerr, '38; *Associate Editors*—Charles R. Byrne, '38, Richard J. Bennett, '38; Thomas F. Farrelly, '38; Leo S. Loomie, '38, Joseph A. Larkin, '38; *Business Manager*—Edward B. McGinty, '38; *Assistant Business Manager*—Richard L. Whitmore, '38; *Advertising Manager*—Vito F. Nole, '38.

THE CLASSICAL CLUB

At the beginning of the scholastic year 1934-1935, the Classical Club was inaugurated. This organization was designed to better familiarize students with the civilization and culture of old Europe and to prove that the foundations of our present civilization and culture, especially literary and social, are Greek and Roman.

Faculty Moderator: John C. Duffy, M.A.

OFFICERS: Joseph M. Stuckart, '38, *President*; Vincent F. Seyfried, '39, *Vice-President*; Daniel G. Vincent, '39, *Secretary*.

THE VERGIL ACADEMY

The Vergil Academy, organized in 1936-1937, offers the students of the Freshman Bachelor of Arts Course the opportunity of making a special study of the life and works of Vergil under Faculty direction. The Academy meets biweekly throughout the second semester.

Faculty Moderator: Reverend Lawrence S. Atherton, S.J.

OFFICERS: William F. Schieffer, '41, *President*; Charles F. Naegele, '41, *Vice-President*; Gerard A. Gilbride, '41, *Secretary*; John J. McGurk, '41, *Librarian*.

HISTORY CLUB

This Club was organized during the First Semester of the scholastic year 1934-1935. It meets monthly to study and discuss some phase of history not included in the curriculum. The work is done entirely by the students under the moderator who assigns topics and presides over the discussions. Any student who has passed through the First Semester of Sophomore and has shown special interest in history may join. The Club and Study Group studied Modern Mexico in 1935, took up the study of the Foundation of the Spanish-American Republics during the scholastic year 1935-1936, and Russia in 1936-1937.

Faculty Moderator: Samuel F. Telfair, M.A.

OFFICERS: Timothy P. Regan, '38, *President*; Thomas F. Farrelly, '38, *Secretary*; William deR. Taaffe, '38, *Treasurer*.

THE MENDEL CLUB

This Club was formed on March 23, 1921, under the direction of Rev. G. A. Caballero, S.J., for students interested in the furtherance of biological research.

Lectures pertaining to the more important points in the study of biology are delivered before the members at the weekly meetings of the Club, and at times distinguished visitors are invited to talk on their special researches in biological subjects.

The library and laboratories of the Biology Department are open at all times for the convenience of the members to carry on their special branches of work.

A monthly paper, called the *Cabmuth*, is published, which contains the reports of the special work and also the latest biological research done in other institutions.

Faculty Moderator: Reverend Joseph Assmuth, S.J.

Assistant Moderator: James A. Mullen, Ph.D.

Faculty Moderator of "Cabmuth": James Forbes, Ph.D.

OFFICERS: Daniel E. Lester, '38, *President*; Daniel J. Sullivan, '39, *Vice-President*; Alfred J. Troscinski, '39, *Secretary*; Aldo E. Palmisano, '39, *Treasurer*.

Editorial Staff of "Cabmuth": L. Robert O'Rourke, '38, *Editor*; Raymond J. Boller, '38; James A. Corcoran, '38; William A. Harvey, '38; Daniel E. Lester, '38; Robert W. White, '39, *Assistant Editors*.

THE CHEMISTS' CLUB

This Club was formed on February 19, 1931, for "the purpose of promoting and fostering a liking for chemistry, the awakening and stimulation in its members of an interest for research work, and to give them opportunities for imparting to an audience information of a chemical nature.

Membership is limited to students actually attending undergraduate courses in chemistry, provided their class standing warrants acceptance by the Club.

The library, equipment and staff are available to aid any member undertaking special work for presentation before this Club or other similar scientific bodies.

A publication, called *The Retort*, is published monthly containing items of interest to students of chemistry.

Faculty Moderator: Reverend Joseph B. Muenzen, S.J.

Director: William J. Conway, Ph.D.

Officers: Vito F. Nole, '38, *President*; Ralph R. Hennig, '40, *Secretary*.

Editorial Staff of "Retort": Robert P. Mull, '38, *Editor*; Joseph M. Pisani, '38; Frederick J. DiCarlo, '39; Edward J. Goett, '39; Edmund P. Naccash, '39; Marcel A. Vogel, '39; Ralph R. Hennig, '40, *Assistant Editors*; John A. McGurty, '38, *Managing Editor*; Vito F. Nole, *Business Manager*.

THE PHYSICS CLUB

The Physics Club was founded in 1936 by members of the Freshman Class. Membership is limited to those students maintaining a grade of not less than 80% in Physics and a general average of 75% in Freshman Year. Its chief aim is to enable the students to put their knowledge and theories of Physics into practice and give them a better understanding of the scientific world.

Faculty Moderator: William T. McNiff, M.A.

Officers: Thomas F. English, '38, *President*; Carmine A. Siconolfi, '41, *Vice-President*; Robert J. Sealy, '39, *Secretary-Treasurer*.

THE FORDHAM UNIVERSITY GLEE CLUB

The purpose of the Glee Club is to instil and promote among its members a love and appreciation of the truly beautiful in music, through the medium of choral singing.

Its membership consists of not more than one hundred students of Fordham University. College Freshmen are excluded from membership, but those members of the Freshman class who desire to join the Glee Club must make known their intention before January of their Freshman year, so that they receive six months' training before entering the organization.

The officers consist of a Board of Directors, nine in number, seven undergraduates, the Conductor and the Moderator.

Faculty Moderator: Reverend Theodore T. Farley, S.J.
Director: Frederic Joslyn
Accompanist: Timothy F. Harnett, '38

Board of Directors: John A. Kilmartin, '38, *Chairman*; Richard J. Bennett, '38; Jerome A. Coyle, '38; Ralph R. Hylind, '38; Alder Holbrook, '39; Robert L. King, '39; Joseph A. Casey, '40.

THE FORDHAM ORCHESTRA

A student organization which furnishes music at debates and plays, and other activities.

Faculty Moderator: Frederic Joslyn

OFFICERS: Samuel J. Benson, '38, *President*; James T. Morrow, Jr., '40, *Secretary*; Richard J. Flick, '40, *Librarian.*

THE FORDHAM BAND

A student organization which furnishes music at athletic games and other activities.

Faculty Moderator: Reverend Harold Mulqueen, S.J.
Director: Captain Ernest A. Hopf

OFFICERS: Timothy P. Regan, '38, *Manager;* Edward I. Kraus, '38, *Drum Major*; James J. Hayes, '40; George T. McManus, '40, *Librarians*; Edward J. Mortola, '38, *Student Leader.*

THE BUSINESS FORUM

The Business Forum was organized in October, 1933. Its constitutions call for bi-weekly meetings in order that its members may be addressed and advised by leaders in business, and to propose for discussion matters of business administration and economics. During the year, the members will visit centers of commerce and trade to observe at first hand their practical workings. It is the further purpose of the Forum to bring to the attention of the outside world the fact that Fordham qualifies a number of students capable of occupying responsible business positions immediately upon their graduation.

Faculty Moderator: Edward F. Bowen, C.P.A.

OFFICERS: Edward S. O'Connor, '38, *President*; William E. Fleckenstein, '38, *Vice-President*; John L. Warren, '39, *Secretary*; Patrick J. Horan ,'39, *Treasurer.*

THE OFFICERS' CLUB

With the establishment of a Coast Artillery Unit of the Reserve Officers Training Corps in 1926, new interest in military matters was aroused. In order to better promote this interest, the Officers' Club

was formed in 1929. It included in its membership not only the present officers, but also graduate members of the alumni, and its purpose is to promote the best interests of the Fordham Unit and to instil a spirit of fraternity between the present and graduate members.

Faculty Moderator: Major Joseph P. Kohn, B.S., C.A.C., U.S.A.

Officers: Michael T. Cornacchia, '38, *President*; William J. Schrimer, '38, *Vice-President*; John A. Conway, '38, *Secretary-Treasurer.*

FORDHAM UNIVERSITY DRAMATIC ASSOCIATION
"The Mimes and Mummers"

This is the dramatic organization of the College. Four kinds of activity make up the scope of its work—playwriting, acting, directing and stage designing.

A play of some pretension is produced during the year in which grace of speech and movement, and intelligent and dramatic interpretation, especially of the more subtle characters of the great masters, are displayed before the public. This production, as a specimen of finished acting and stage designing, aims to rival professional performances.

Original writing is encouraged and promoted by the one-act-play contests. Not only is the writing done by the students, but the directing and stage designing as well. A sense of responsibility and a versatility with every phase of theatrical work are developed as a consequence.

Faculty Moderator: Reverend William A. Storck, S.J.
Assistant Faculty Moderator: Gerard J. Kernan, S.J.

Officers: William C. Mattison, '38, *President*; Donald C. Wilson, '39, *Vice-President*; Joseph M. Stuckart, '38, *Secretary*; Theodore J. Fremd, '38, *Treasurer*; John A. Ericksen, '39, *Business Manager*; John P. Coveney, '38; Robert E. Doerr, '38; Stephen Q. Gill, '38; Gabriel M. Greco, '38; Daniel J. Herr, '38, *Board of Directors.*

THE WORK SHOP

The Work Shop, reorganized in 1937-1938, is the Freshman division of "The Mimes and Mummers" and purposes to give special attention to the Freshmen in qualifying them for admission to the Play Shop, the Upper Class division of the College Dramatic Association. Emphasis is placed on the writing and producing of one-act plays,

throughout the second semester, in preparation for the Freshman One-Act-Play Contest.

Faculty Moderator: Mr. Gabriel M. Liegey, M.A.

OFFICER: Robert T. Scott, '41, *Secretary.*

THE FRENCH CLUB

(Le Cercle Français de l'Université Fordham)

This Club was organized in 1927. Its chief purpose is to aid its members in perfecting themselves in the conversational use of the French tongue; to encourage interest in French literature and in the reading of the best French authors. It has the further purpose of eventually holding debates and producing plays in French. During the year prominent scholars address the members.

During the scholastic year 1929-1930 the Club published its first annual, "*Le Rayon du Cercle Français*," which has continued to be issued each year since that date, and has grown in size and interest.

During 1930-1931, the French Club edited a monthly paper of four pages, the *Fordham-France*, which has continued to be issued since that date. It is one of the first papers of its kind published by any college in the country, and has received praise from all sides.

Faculty Moderator: Basile G. D'Ouakil, Ph.D., LL.B., Officier d'Académie.

Assistant Faculty Moderator: Edmund V. O'Sullivan, A.B.

OFFICERS: John F. Dunn, '38, *President*; Joseph P. Purcell, '38, *Vice-President*; William F. Leonard, '38, *Secretary*; Thomas F. Reardon, '38, *Treasurer.*

Editorial Staff of "Fordham-France": John J. Latella, '38, *Editor*; John J. Bauer, '38; Robert L. Clancy, '38; Joseph P. Purcell, '38; Caesar C. Altomare, '38; Robert J. Lane, '38; William F. Leonard, '38; Robert J. Sealy, '39, *Assistant Editors*; Thomas F. Reardon, '38, *Sports*; Gerard C. Durr, '39, *Circulation.*

Editorial Staff of the "Rayon": John F. Dunn, '38, *Editor*; Robert L. Clancy, '38; John J. Latella, '38; James S. Warren, '39, *Associate Editors*; William F. Leonard, '38; Robert J. Sealy, '39, *Assistant Editors*; Joseph P. Purcell, '38; Thomas F. Reardon, '38; John J. Bauer, '38; Robert J. Lane, '38; Edward M. Blackburn, '39; Joseph A. Casey, '40; Francis J. Maloney, '41, *Contributing Editors.*

THE SPANISH CLUB
(Academia Española)

This Club was organized in 1928. Its purpose and aims are to do for Spanish what the French Club does for French.

A Spanish Year Book, *Fraternidad Hispaña*, made its appearance at the close of the school year, 1930-1931, and continues to appear yearly.

Faculty Moderator: Basile G. D'Ouakil, Ph.D., LL.B., Officier d'Académie.

OFFICERS: Victor R. Fingerhut, '39, *President*; Edmund W. Burke, '39, *Vice-President*; John P. Dzubinski, '39, *Secretary*; Thomas W. Madden, '39, *Treasurer*.

During the Second Semester, 1935-1936, a mimeographed Spanish paper, *La Prenza Fordhamensa*, was put out by the Club and three issues, February, March and April, appeared. In 1936-1937 the name was changed to *La Fordhamense* and monthly copies were issued. This practice was continued in 1937-1938. The staff members of the *Publicacion Mensual De Los Alumnos Del Espanol* were:

Frank M. Canavan, '39, *Editor*; Victor R. Fingerhut, '39, *Assistant Editor*; John C. Madigan, '37; Arthur A. Mulligan, '39; James P. Courneen, '40; Alfred F. Perrone, '40; Antonio R. Ginorio, '41; Frank H. Quinn, '41, *Associate Editors*.

Editorial Staff of "Fraternidad Hispaña": Victor R. Fingerhut, '39, *Editor*; Frank P. Canavan, '39; Antonio R. Ginorio, '41, *Assistant Editors*; John C. Madigan, '37; John P. Dzubinski, '39; Arthur A. Mulligan, '39; Edmund C. Burke, '39; Alfred F. Perrone, '40; Frank H. Quinn, '41; Albert A. Glen, '41, *Contributing Editors*.

THE ITALIAN CLUB
(Il Circolo di Coltura Italiana)

The Italian Club was organized in 1929. It has the same aim and purpose as the other modern language clubs.

Faculty Moderator: Reverend Gerald C. Walsh, S.J.

OFFICERS: Salvatore M. Pino, '38, *President;* Bruno Bettini, '38, *Vice-President*; Louis Miccio, '39, *Secretary*; Joseph L. Marino, '38, *Treasurer*.

THE GERMAN CLUB

(Fordhamer Deutscher Kulturverein)

This, the youngest of the modern language clubs, was organized in 1931. Its aims and purposes are the same as those of the other modern language organizations.

Faculty Moderator: Albert F. Kaelin, M.A.

OFFICERS: Joseph E. De Sio, '38, *President*; John J. Borzin, '38, *Vice-President*; Martin J. Conneely, '39, *Secretary*; Richard P. Boesel, '38, *Treasurer*.

Editorial Staff of the "Deutscher Pendel"; German Year Book of the Club. First Issue, May 15, 1936. Second Issue, June 1, 1937. Third Issue, June 1, 1938.

Francis P. Murray, '38, *Editor-in-Chief*; William E. Fleckenstein, '38; Robert P. Mull, '38; Joseph M. Stuckart, '38; Carl Markow, '39; John J. Goett, '40; Edward A. Fleckenstein, '41, *Assistant Editors*.

STATE CLUBS

The purpose of the State Clubs is to foster a greater spirit of friendship and union among the students of the same State during their college years, as well as to promote their State's interest in Fordham and the interest of Fordham in their respective States.

Faculty Moderator: Reverend Charles J. Deane, S.J.

Connecticut Club (Organized 1925). OFFICERS: William J. Tidgewell, '38, *President*; Vito F. Nole, '38, *Vice-President*; John J. Garrity, '38, *Secretary*; Francis J. Anderson, '38, *Treasurer*.

New Jersey Club (Organized 1928). OFFICERS: Edmund J. Franco, '38, *President*; John F. Druze, '38, *Vice-President*; T. Meade Coyle, '39, *Secretary*; Emil J. Dul, '38, *Treasurer*.

Pennsylvania Club (Organized 1928). OFFICERS: John V. Morris, '38, *President*; John C. Lock, '38, *Vice-President*; Derwood H. Lewis, '39, *Secretary*; James A. Adonizio, '39, *Treasurer*.

Massachusetts Club (Organized 1928). OFFICERS: Leo P. DeMarco, '38, *President*; Joseph D. Kirby, '39, *Vice-President*; Edward I. Kraus, '38, *Secretary*; Wilbur F. Stanton, '39, *Treasurer*.

Brooklyn-Long Island Club (Organized 1929). OFFICERS: Ralph R. Hylind, '38, *President*; John J. Joyce, '38, *Vice-President*; Stephen Q. Gill, '38, *Secretary*; Andre Schwitter, '38, *Treasurer*.

Upstate New York Club (Organized 1930). OFFICERS: Robert P. Callaghan, '38, *President*; Richard J. Crego, '38, *Vice-President*;

Richard P. Boesel, '38, *Corresponding Secretary*; John T. Loughran, '39, *Recording Secretary*; Robert T. Dempsey, '39, *Treasurer*.

Westchester Club (Organized 1934). OFFICERS: Gerard J. O'Brien, '38, *President*; William H. Bave, '39, *Vice-President*; William J. Grote, '38, *Secretary*; John D. D'Apice, '38, *Treasurer*.

FORDHAM UNIVERSITY ATHLETIC ASSOCIATION

The object of this Association is to promote the athletic interests of the University, and to discuss and determine matters of management pertaining to the welfare of collegiate and intercollegiate sports.

Faculty Moderator: Reverend John W. Tynan, S.J.

OFFICERS: John F. Coffey, '10, *Graduate Manager*; Reverend Joseph T. Keating, S.J., *Treasurer*; Raymond D. O'Connell, '16; Hon. John J. Sullivan, '14; Hon. Edward J. Glennon, '05, *Alumni Advisory Board*.

Football:

Robert F. Murphy, '38, *Manager*.
Robert D. Russo, '39, *Assistant Manager*.
Robert J. Gallow, '39, *Assistant Manager*.

Basketball:

John J. Ryan, '38, *Manager*.
John F. Davis, '39, *Assistant Manager*.

Track:

J. Carey Keane, '38, *Manager*.
Lawrence J. Mullarkey, '39, *Assistant Manager*.

Baseball:

James J. Garrity, '38, *Manager*.
Francis G. Lincks, '38, *Manager*.
Constant A. Debany, '39, *Assistant Manager*.

Tennis:

Joseph A. Larkin, '38, *Manager*.
Raymond W. Dillon, '39, *Assistant Manager*.

Swimming:

William J. Tidgewell, '38, *Manager*.
Philip J. Bisceglia, '39, *Assistant Manager*.

Golf:

Joseph J. Aylward, '38, *Manager*.
John L. Warren, '39, *Assistant Manager*.

THE FORDHAM UNIVERSITY ALUMNI ASSOCIATION

The object of this Association is to strengthen and perpetuate friendships formed at the College and to promote the interests of Alma Mater.

All graduates as well as students who have spent at least one year in the College and have left the College in good standing, are eligible to active membership.

Alumni returning to Fordham find a welcome at the office of the Executive Secretary whose duties include the maintaining of a list of all Fordham Alumni and the supervising of the publication of *The Fordham Alumni Magazine*, through which Alumni are kept in touch with the University and with their fellow-Fordhamites.

The following are the officers for 1937-1938.

Paul T. O'Keefe, '19, *President*; John E. Sheehy, '02, *First Vice-President*; Francis J. McGoldrick, L. '19, *Second Vice-President*; Dr. Walter J. Coakley, M. '12, *Third Vice-President*; Otto F. A. Canis, Phar. '14, *Fourth Vice-President*; James J. Scanlon, '29, *Treasurer*; Bernard J. O'Connell, '32, *Corresponding Secretary*; Thomas A. Collins, '29, *Recording Secretary*; Robert J. Purtell, '29, *Historian*; Myles B. Amend, '21; Gerald R. Fitzgerald, '25; Edward P. Gilleran, '13; John V. Hinchcliffe, '07; John V. Mara, '30; Thomas J. McLaughlin, Jr., '32; Rev. John C. Mulcahy, '15; William J. Schmitt, '17, *Directors*.

THE FORDHAM UNIVERSITY CLUB

The Fordham University Club was organized in 1926 and maintained permanent club rooms at the Midston Club Building until 1935.

During that period from 1926-1935, the Club began and continued the Block F Dinner at which Fordham athletes were honored; it donated each year several prizes for students manifesting unusual athletic and scholastic ability, and it sponsored an Annual Retreat at Mount Manresa.

Although the Club has had no permanent quarters since 1935, its members have kept together and have continued to sponsor the Block F Dinner.

It is hoped that before long the Club may be reorganized and be able to obtain permanent club rooms.

Honors and Prizes

JUNE, 1938

Honors in the Graduating Class.

Students attaining a general average of 90% or over for the four years of their college course receive the following honors:

90 to 92% general average for the four years—*Cum laude*

93 to 95% general average for the four years—*Magna cum laude.*

Over 95% general average for the four years—*Summa cum laude.*

In this year's Senior Class the following were graduated with honors:

JOHN F. DUNN, *Magna cum laude*
THOMAS A. WASSMER, *Magna cum laude*
JOSEPH J. BERNARD, *Cum laude*
ROBERT L. CLANCY, *Cum laude*
GEORGE E. DOTY, *Cum laude*
JOSEPH P. FARNAN, *Cum laude*
STEPHAN Q. GILL, *Cum laude*
RALPH R. HYLIND, *Cum laude*
KEVIN E. KAVANAGH, *Cum laude*
HARRY F. MCCABE, *Cum laude*
JOSEPH C. MCKENNA, *Cum laude*
TERENCE J. MCKIERNAN, *Cum laude*
ROBERT P. MULL, *Cum laude*
WARD D. O'SULLIVAN, *Cum laude*

The gold medal for the highest honors in the Graduating Class, donated to the student obtaining the highest average over 90% in his marks for the entire year, is awarded to

DAVID J. CROMBIE

The silver medal for second honors, donated to the student next in merit, is awarded to

JOSEPH C. MCKENNA

Students attaining a yearly average of 85% or over are entitled to honorable mention. In the Graduating Class they are:

Caesar C. Altomare
John J. Bauer
Joseph J. Bernard
Vincent M. Burke
Robert L. Clancy
Michael T. Cornacchia
John F. Crowley
John J. DeLuca
George E. Doty
Emil J. Dul
John F. Dunn
Thomas F. English
Joseph P. Farnan
Vincent P. Fitzgerald
Robert L. Flanagan
Ferdinand H. Flick
Wilson J. Gibney
Stephan Q. Gill
Gerard C. Gravina
Gabriel M. Greco
William A. Harvey
William F. Heneghan
Daniel J. Herr
Ralph R. Hylind
John J. Joyce
Edmund J. Kane
Edward J. Kane
Kevin E. Kavanagh
John J. Latella
Francis J. T. Leddy
Daniel E. Lester
Leo S. Loomie
William W. Love
Thomas J. McAndrews
Harry F. McCabe
Thomas F. McGroarty
Terence J. McKiernan
William C. Mattison
William L. Moran
Robert P. Mull
Francis P. Murray
Walter J. Notter
Edward S. O'Connor
Ward D. O'Sullivan
Richard J. Perlini
Joseph M. Pisani
Joseph P. Purcell
William J. Rennert
John J. Ryan
Raymond J. Ryder
William J. Schirmer
John J. Sheehy
Joseph M. Stuckart
William de R. Taaffe
Thomas A. Wassmer

PRIZES

Graduating Class

The Hughes Medal, founded by Eugene Kelly, in memory of Archbishop Hughes, for the student passing the best oral examination in Philosophy, is awarded to

Joseph C. McKenna

The Heydt French Medal, donated by Dr. Herman A. Heydt, to the Senior student passing the best competitive examination in French, is awarded to

John J. Latella

Two Silver Medals, offered by the Ministry of Foreign Affairs of France, through the French Consul General of New York, to the most capable Senior students of French at Fordham College, are awarded to

Joseph P. Purcell, '38—First Honors
Robert L. Clancy, '38—Second Honors

Undergraduates

The Jouin Medal, founded by the Alumni in memory of Rev. Louis Jouin, S.J., for the best paper on Evidences of Religion, is awarded to

John W. Donohue, '39

Subject: "The Price of Catholic Indifference."

The Mooney History Medal, for the best paper on History, said History relating to the Roman Catholic Church, is awarded to

Arthur E. Callahan, '39

Subject: "Economic Morals in the Ages of Faith."

The English Literature Prize of $50.00 for the best paper on a literary subject, is awarded to

Frank J. Murphy, '39

Subject: "The Art of the Modern Spiritual Biography."

The Alumni Oratorical Medal for the best original speech at the Annual Oratorical Contest, is awarded to

Harrison S. Downs, '39

The Heydt French Medal, donated by Dr. Herman A. Heydt, to the Freshman student passing the best competitive examination in French, is awarded to

Francis J. Moloney, '41

The Heydt Spanish Medal, donated by Dr. Herman A. Heydt, to the Freshman student passing the best competitive examination in Spanish, is awarded to

Francis H. Quinn, '41

Two Bronze Medals, offered by the Ministry of Foreign Affairs of France, through the French Consul General of New York, to the two most capable students of French in Sophomore and Junior Years, are awarded to

James S. Warren, '39
Joseph A. Casey, '40

Prize of $50.00, the gift of the Right Rev. Monsignor John D. Roach, to the student who has obtained the highest average in Latin and Greek for the Freshman and Sophomore Years combined, is awarded to

Kevin J. Aylward, '40

The Vergil Award, a medal for proficiency in the work of the Vergil Academy, is awarded to

Edward B. Leahey, '41

AWARDS

The following members of the Graduating Class are commissioned Second Lieutenants of the Coast Artillery Section, Officers' Reserve Corps, Army of the United States:

Joseph J. Aylward
Charles R. Byrne
Michael T. Cornacchia, Jr.
Jerome A. Coyle, Jr.
Albert R. De Angelis
Walter J. Fitzgerald, Jr.
Ferdinand H. Flick
Arthur J. Gallow, Jr.
Henry A. Goode, Jr.
James W. Herlihy
John E. Hollwedel, Jr.
Edmund J. Kane
Robert P. Kenna
Charles F. McKenna, III
Joseph L. Mangiardi
Francis P. Murray
Salvatore M. Pino, Jr.
John P. Preslock
William J. Schirmer
Walter J. Sweeney
Theodore N. Trotta

The following members of the Graduating Class receive Certificates of Appointment as Second Lieutenants of the Coast Artillery Section, Officers' Reserve Corps, Army of the United States, to be effective upon attaining their seniority:

John A. Conway
William E. Fleckenstein
Charles W. Head, Jr.
Joseph A. Larkin
William F. Meenagh

Robert F. Murphy, Jr., a member of the Graduating Class although eligible for a commission as Second Lieutenant, Coast Artillery Section, Officers' Reserve Corps, Army of the United States, will receive a commission as Second Lieutenant, National Guard, New York.

The Sevier Saber, presented by Colonel Granville Sevier, U.S.A., Retired, to be awarded the cadet of the Graduating Class who, by performance of duty and by qualities displayed during his service in the Reserve Officers' Training Corps, is selected as being best qualified to be of service as an officer of the Army of the United States, was awarded to

ROBERT FRANCIS MURPHY, '38

The Military Order of Foreign Wars Saber, presented by the New York Commandery, Military Order of Foreign Wars of the United States, to be awarded to the cadet of the Senior Class who has been outstanding in military efficiency and evidences of patriotism, was awarded to

WILLIAM J. SCHIRMER, '38

The Gun Hill Post, No. 271, Saber, presented by the Gun Hill Post, No. 271, Veterans of Foreign Wars of the United States, to be awarded to the Outstanding Battery Officer displaying the greatest military efficiency, was awarded to

WILLIAM E. FLECKENSTEIN, '38

The Empire State Society of the Sons of the American Revolution Medals, presented by the New York Chapter, Empire State Society of the Sons of the American Revolution, to be awarded to the outstanding Junior, Sophomore and Freshman for leadership, soldierly bearing and excellence, were awarded to

ARTHUR A. MULLIGAN, Junior, Gold Medal
RICHARD J. DEMPSEY, Sophomore, Silver Medal
JOHN T. O'HEA, Freshman, Bronze Medal

The Lieutenant Collins Saber, presented by First Lieutenant John J. Collins, Coast Artillery Reserve, Officers' Reserve Corps, graduate Fordham University, to the Senior student who has been chosen the winner for an essay on Military History, was awarded to

CHARLES W. HEAD, JR., '38

The Reserve Officers Association of the United States, Bronx Chapter Medal, for the student excelling in Military Tactics and Scholastic Standing, was awarded to

William E. Lissey, '39

The William Randolph Hearst Trophy and Medals were awarded for placing 3rd in the National R.O.T.C. Rifle Competition, Second Corps Area. The team consisted of:

Staff Sergeant Joseph H. Smith, D.E.M.L., U.S.A., *Coach*

John E. Kiely, '40
James W. Herlihy, '38
Arthur A. Mulligan, '39
Joseph L. Mangiardi, '38
John E. Hollwedel, Jr., '38

The R.O.T.C. Rifle Team (Varsity) were awarded their Minor "F" and Certificate by the Fordham University Athletic Association:

John E. Hollwedel, Jr., '38 (*Team Captain*)
Albert A. Dunn, '39 (*Team Manager*)
John E. Kiely, '40
Alfred F. Perrone, '40
Arthur A. Mulligan, '39
James W. Herlihy, '38
William J. McGookin, '39
Joseph L. Mangiardi, '38

The following received their Minor "F":

Oscar W. Holtz, '40
John L. Sullivan, Jr., '40
Nicholas J. Fortunato, '40
Raymond J. Raffaeli, '40
James P. Kenny, '40
Arthur J. Gallow, Jr., '38
Harold J. Felter, '40

The Freshman R.O.T.C. Rifle Team were awarded their class numerals, 1941, by the Fordham University Athletic Association:

John J. Hyland
James J. Weber
John T. O'Hea
Charles L. Vaughn
Joseph F. Iacovo
William St. Paul
Thomas F. Mallon
John F. Manning

The competition in Manual of Arms was won by:

1st Place . . . . . Joseph F. Apuzzo, Freshman, Silver Medal
2nd Place . . . Walter T. Coleman, Freshman, Bronze Medal

CLASS HONORS, 1937-1938

Undergraduate

The highest honors in each class are awarded to the student obtaining the highest average over 90% in his grades for the entire year. The prize for second honors is awarded to the student next in merit over 90%. All other students attaining a yearly average ranging from over 90% to 85% are entitled to honorable mention.

Class of 1939

Gold Medal	*Silver Medal*
Thomas P. Barkey	Arthur E. Callahan
Harold W. Collier	Francis W. Fitzpatrick
Edward J. Duffy	John H. Hanlon
Leonard J. Lally	William T. Hogan
Orlando Nero	William E. Lissy
Robert J. Sealy	Francis J. Murphy
John L. Warren	George P. Sacco

Class of 1940

Gold Medal	*Silver Medal*
Kevin J. Aylward	William C. Goodwine
Richard L. Breen	Gerald A. McCool
John A. Buckley	Joseph W. Vollmerhausen
Boris J. Fryda	
Roger Gilmartin	
Ralph R. Hennig	
Spencer V. Hinckley	
Henry L. Rofinot	

Class of 1941

Gold Medal	*Silver Medal*
John T. Dugan	Bernard A. Buge
Frank P. Ford	Peter A. Fanti
Thomas P. Hayes	John A. Gentakes
Owen W. Jaeger	Edward W. Krummel
Martin F. Lyons	Arthur L. Smith
John J. Pileggi	George E. Whalen
Vincent J. Santare	
William F. Schieffer	
Robert T. Scott	

Honorable Mention

Class of 1939

Herman D. Audino
William H. Bave
Sylvester J. Blish
Edmund W. Burke
Daniel R. Cahill
Joseph A. Calamari
Francis P. Canavan
Eugene J. Coates
Victor F. Condello
Martin J. Conneely
Salvatore V. Dallio
John F. Davis
Thomas E. DelGiorno
Frederick J. DiCarlo
Joseph V. Dolan
John W. Donohue
James A. Douvres
William L. Doty
Gerard C. Durr
John A. Eriksen
John F. Gallagher
Thomas V. Gallagher
Robert W. Gleason
Edward J. Goett
Robert M. Halloran
Robert V. Hassmiller
John P. Hughes
Harry A. Jacunski
Robert J. Johnston
James J. Kane
William J. King
Robert M. Klein
William F. Latz
John F. McCabe
John L. McIntyre
Vincent H. McKiernan
George W. McSweeney
Walter J. Maher
Pat Maxwell
Joseph M. Meehan
Paul E. Memmo
Michael J. Monaghan
John J. Mooney
Mortimer D. Moriarty
Lawrence J. Mullarky
William H. Mulligan
Francis X. Murphy
John J. O'Connor
Daniel F. O'Donohue
Gregory W. O'Keefe
John C. Olsavsky
Joseph A. Paskevich
Robert J. Piscione
Peter L. Renda
William V. Rooney
Robert D. Russo
Charles A. Seiz
Edward P. Shanahan
Richard B. Sheahan
Wilbur F. Stanton
Michael S. Sulzycki
Robert C. Tarpey
Alfred J. Troscinski
Marcel A. Vogel
Joseph F. Waldorf
James S. Warren
Joseph F. Weidenheimer
Thomas A. Welstead
Albert F. Wuestenhoefer

Class of 1940

Joseph J. Cahill
William R. Connell
Robert B. Connolly
Cornelius P. Coughlan

John J. Curran
Joseph R. Daly
Bartley A. Fahey
Noubar J. Garabedian
John J. Goett
John F. Holian
James J. Long
James K. McGuire
Frank C. Madigan
John H. Meyn
William J. O'Brein
Joseph E. O'Gara
John L. Radlein
Bertram C. Rusher
Victor J. Santomassimo
Edmund J. Skorupski
Henry J. Smith
Robert W. Stanford
Ronald McD. Stark
Robert O. Waring

Class of 1941

Joseph A. Benenati
Thomas W. Benham
Hugh F. Bennett
Vincent J. Borgese
Charles E. Boyd
Vincent P. Brennan
Peter R. Buechler
James K. Campbell
Bernard Caponera
Vincent J. Carberry
Joseph D. Casolaro
Theodore J. DeFranco
Gerald T. Donahue
John DuQuesnay
Edward J. Fagan
Thomas J. Fleming
Alvaro F. Galvan
William H. Gidney
Gerard A. Gilbride
Antonio R. Ginorio
Richard H. Grace
John J. Hanlon
Alfred J. Hannon
William P. Heelan
Frederic M. Joslyn
Thomas F. Kane
George J. Kimmerling
Paul K. Kowalska
John V. Lafferty
Joseph J. Lambert
Edward B. Leahey
John J. B. Leonard
Thomas E. Lynch
Joseph F. Lyons
Raymond L. McCarthy
John J. McGurk
Thomas F. Mallon
Albert R. Martin
Stephen F. Mocarski
Francis J. Moloney
Charles F. Naegele
Benjamin Nicotri
Chester W. Obuchowski
John A. O'Hern
Louis J. Oliveri
Philip J. O'Reilly
Peter C. Pellegrino
Charles J. Portaluppi
Armand J. Prisco
Patrick H. Reynolds
Francis X. Royal
Ralph A. St. Pierre
Carmine A. Siconolfi
Paul C. Smith
Ralph H. Stanley
Mark U. Stephens
Donal E. Sullivan
Patrick F. Walker
Joseph M. Walsh
John M. Watson

FORDHAM UNIVERSITY

New York City

GRADUATE SCHOOL
SCHOOL OF LAW
COLLEGE OF PHARMACY
TEACHERS COLLEGE
SCHOOL OF SOCIAL SERVICE
FORDHAM COLLEGE, MANHATTAN DIVISION
SCHOOL OF BUSINESS

The Ninety Third Annual Commencement

HIS EMINENCE PATRICK CARDINAL HAYES, D.D.
Archbishop of New York
Presiding

THE CAMPUS
WEDNESDAY, JUNE 15, 1938
4 P.M.

Programme

Processional

The Grand Marshal
The Candidates for the Bachelor's Degree
The Candidates for the Master's Degree
The Candidates for the Doctor's Degree
The Faculty of the School of Business
The Faculty of Fordham College, Manhattan Division
The Faculty of Teachers College
The Faculty of the Graduate School
The Faculty of the School of Social Service
The Faculty of the College of Pharmacy
The Faculty of the School of Law
The Faculty of Fordham College
Alumni and Guests
The Consul General of Portugal
Right Reverend and Very Reverend Monsignori
Regents and Deans
The Jubilarians
The Candidates for Honorary Degrees and the Commencement Orator
The President of the University and the Portuguese Minister
His Eminence the Cardinal

The Rector's Address

Reverend Robert I. Gannon, S.J.

The Conferring of Degrees

His Excellency Joao de Bianchi, LL.D., Portuguese Minister to the United States, will accept the Degree conferred on Antonio de Oliveira Salazar, Prime Minister of Portugal, and respond in his name.

The Awarding of Honors

The Address to the Graduates

Reverend William James McGarry, S.J., Ph.D., S.T.D., LL.D., President of Boston College

Recessional

Degrees Conferred

The Honorary Degree of Doctor of Letters is conferred on—

Reverend William James McGarry, S.J., Ph.D., S.T.D., LL.D.

The Honorary Degree of Doctor of Laws is conferred on—

John Stephen Burke, B.A. (Yale)
Edward Joseph Glennon, B.A. (Fordham)
and
His Excellency Antonio de Oliveira Salazar
Prime Minister of Portugal

On this Fiftieth Anniversary of their Graduation, Fordham University honors these devoted sons of the Class of 1888—

Alfred Vincent Amy, B.A. (Fordham), LL.B. (Columbia)
Joseph Ignatius Berry, B.A. (Fordham), M.A. (Fordham), LL.B. (New York Law)
Very Reverend Monsignor Richard B. Cushion, B.A. (Fordham)
Francis Louis Donlon, B.A. (Fordham), M.D. (Bellevue)

The Degree of Doctor of Philosophy, in course, is conferred on—

Brother Aquilinus Joseph Danahar
Mae Aloysius Burns
Sister M. Cherubim Rita Klueppel, O.P.
Sister M. Chrysostom Fitzpatrick
Sister M. Clare Goodwin, C.S.A.
Sister M. Dolorita Auleach, O.P.
Sister M. Dorothy Leidner, O.P.
Jacob Louis Keller
John Emanuel Kouba, Jr.
Katherine Veronica Kreidel
Frank Daniel Pickel
Jacques C. Rosenelum
Margaret R. Ryan
William J. Ryan
Fred M. Schellhammer
Veronica M. Smith
Rev. William T. Sullivan
Rev. Edward Ernest Swanstrom
Sister M. Teresita Mulhern, R.S.M.

Degrees Awarded February 1, 1938

Frank J. Higgins
John J. Thornton
Albert M. Vajda

The Degree of Master of Arts, in course, is conferred on—

Maria Elvira Aberg
Thomas Joseph Bannin, Jr.
Dorothy Cecilia Bishop
James Francis Brady, Jr.
Timothy Joseph Burke
John R. W. Cahill
Robert Joseph Cain
Sister Mary Cecilia Whelan
Theresa Marie Cervini
Sister Mary Coletta Steele
John Vincent Connorton
Sister Constance Mary Hottenroth, S.C.
Richard Joseph Cotter
June Mary Cowles
Ruth Cecilia Cowles
Mary Ellen Cullen
Helen Marie Curtin
Eileen Patricia Danahy
Estelle Elizabeth Doyle
Robert J. Duffy
Julia Agnes Dunne
John Bernard Eccles
Beatrice Marie Faivre
Catherine V. Fearon
Margaret Mary Peeney
Edward FitzGerald
Marie A. FitzGerald
Rita E. Flaherty
James William Fogarty
Edward Thomas Foran
Mary Cecilia Gannon
Sidney Haironson
Catherine Marie Haverlin
Claire Miriam Howe
Edith Myretta James
Brother James Hubert Vaughan
Sister M. Juliana Danahy, R.D.C.
James Francis Kane
Lawrence Matthew Kane
Kathleen Bergen Kearney
Mary Kiernan
Rev. Ignatius Kozik
Angela Rita Lamanna
Benedict Thomas L. Leonardi
Sister Mary Leonie O'Sullivan
Helen Mary Lodge
John McAdams
Isabel Rita McCafferty
Samuel David McClelland
Catherine J. McEntegart
John Francis McFeely
John Perguson McIver
Jane Cusack McKiernan
Vincent James McLaughlin
James Edward McNerney
Frances Clark McParlan
Elizabeth Marie Maloney
Brother Marcel Henry Ginchereau
Marion Elizabeth Marren
Aloysius J. Miller, S.J.
Rudolph J. J. Mondelli
Iola Pauline Mortola
Mary Josephine Murphy
Margaret Frances Nolan
E. Virginia Norton
Rita B. O'Mara
Edward Thomas O'Neill
Sheila O'Reilly
John Michael O'Shea
Joseph Gerard Phelan
Paul Jeremiah Phelan
Irma T. Pierro
Jean Guerin Prial
Paul Rifici
Sister M. Roberta Pollmar, C.S.A.
Marie Rita Rozelle
Clare Josephine Ruane
Helen Marie Ryan
Sister Mary St. Andrew Avellino Poirier, R.J.M.

Degrees Conferred

The Degree of Master of Arts, in course, is conferred on—
(Continued)

Sister St. George Davison, O.S.U.
Sister M. St. John Shanahan, O.S.U.
Emilie Durschang Schloemer
Alfred Joseph Sellers, Jr.
Thomas J. G. Shea
John C. Sherry
Anita Tyler Smith
Jeanne Smith
James Arthur Solan
Mother Stella Maris Roniger, M.S.S.H.
Mildred Marietta Theus
Teresa Dailey Walsh
Alexander Wesman
William Richard White, Jr.
Heinrich G. Wolz
Andrew Anthony Zaccagnino
Richard T. Zegers, S.J.

Degrees Awarded February 1, 1938

James D. Albersb
Sister M. Alfred Lougheed, O.P.
Gertrude B. Cahill
Brother Charles Ambrose Egan, F.S.C.
Sister M. Clarissa Doyle, O.P.
Marjorie B. Clark
Margaret M. Crowley
Joseph C. Diana
Ines P. Gallo
Agnes M. Hogan
John C. Holahan
Brother Joseph Saez
Sister M. Monica Bero, O.S.U.
Irene K. Palmer
Marjorie A. Smith

The Degree of Master in Science, in course, is conferred on—

Modesto P. Catanzaro
John Duncan Dwyer
William Joseph Hawthorne
George Joseph Laemmle
Adrian Ebenezer Mitchell
Augustine R. Novak
Rita Cecilia O'Connor
Arnold L. Sasso
Michael P. Walsh, S.J.

Degrees Awarded February 1, 1938

Thomas J. Evans
Francis C. Garvin
Catherine M. McLaughlin

The Degree of Bachelor of Laws, in course, is conferred on—

Sidney Advocate, B.S. in S.S.
Albert Alberi, E.E.
Richard H. Appert, A.B. (*Cum laude*)
Dominic T. Aurichio, B.S.
John Backes, A.B.
Robert N. Baehr, A.B.
Charles Bakos
Adrian N. Balstra
Albert F. Barber, A.B.
Melvin Barkas, A.B.
Donald K. Barnes, A.B. (*Cum laude*)
Charles R. Beaton, B.S. in S.S.
Albert A. Bednarz
Ralph L. Bernstein
Joseph A. Birchett, M.B.A.
Frederick L. Bissinger, M.S.
Benjamin F. Boggia, B.S.
Gordon V. Bond, B.S. in Eng.
Daniel Boone
Selma B. Borden, A.B.
Ralph A. Brabbee, A.B.
Aylmer Patricia Brady
Attilio E. Braune, B.S.
Daniel J. Brick, B.C.S.
Robert R. Brosnan, A.B.
Peter C. Brown, A.B.
John C. Bruckmann, M.S. in M.E.
Thomas F. Burchill, Jr., A.B.
John P. Butler, A.B.
Terence J. Byrne, A.B.
Joseph S. Calabretta
Louis F. Camardella, A.B.
Eugene R. Canudo, B.S.
Anthony J. Cerrato, B.S.
Hardee Chambliss, Jr., A.B. in Educ.
Arthur J. Cilento, A.B.
John Cincotta, B.S.
Lawrence M. Condon, A.B.
William J. Connor
John A. Corr, A.B.
Jeremiah P. Crean, A.B.
Frank X. Cronan, A.B.
Edward I. Cullen, Jr., A.B.
Helen C. Cunningham, A.B.
Lester P. David
Roger J. De Houst, B.B.A.
William J. Dempsey, B.S.
Paul G. De Muro
Peter J. Devine, Jr., B.S.
Bernard W. Dickheiser, A.B.
Joseph A. Dimino, B.S.
Robert L. Donohue
John J. Donovan, Jr., A.B.
John W. Dooley, A.B.
Frank J. Dufficy, Ph.B. in Com.
John J. Duffy, A.B.
Gabriel A. Elias
John P. Elsaesser, A.B.
Victor J. Emmanuel, A.B.
Robert Epstein, A.B.
Michael J. Fennimore, A.B.
Anthony Ferraro
Francis E. Finnen, A.B.
John E. Pish
Robert L. Pletcher, Ph.B.
James A. Plood, A.B.
Mary A. Flynn, A.B.
James E. Fogarty, A.B.
Hugh J. Foley, A.B.
James A. Poley, A.B.
William T. Foley, Jr., A.B.
James T. Gallagher
Robert J. Gallati
Frank S. Gannon
James J. Geraghty, A.B.
Bernard Glaser, B.S. in Econ.
Harry T. Gleason, B.S.
Max Goldberg, B.S.
Arthur H. Goodman
George Grollman, A.B.
Bernard Grossman, A.B.
Herman J. Herbert, Jr., A.B.
Bernard H. Hoffman, B.C.S.
Thornton F. Holder, A.M.
Edward J. Holland, A.B.
Walter L. Jacobson
John H. Kelekian, B.S. in Com.
Norman Kellar
James M. Keneally, A.B.
Harold V. Kennedy, A.B.
Eugene P. Kenny
Dudley W. King, B.S. in M.E.
Lester M. Kranz
Louis G. Kreutzer, Eng. of Mines
George A. Lamb, B.S.
John E. Lawlor
John J. Lawlor, A.B.
John B. Leahy
John B. Leake, A.B.
Norma R. Leuthner
Anthony P. Litrento, A.B.
Jaywood Lukens, A.B.
John A. Lynch
Michael A. McCabe, A.B.
Donald F. McCahill, A.B.
John F. McCann, A.B.
Justin X. McCarthy
Francis X. McCoy, B.S.
Eugene F. McGee, Jr.
John A. McInnis, A.B.
George M. McLaughlin, A.B.
Thomas G. McManmon, A.B.
Thomas J. McManus, A.B.
Ossian R. T. MacKenzie, A.B.
Anthony R. Martorano
Milton Maybruck, B.B.A.
John T. Mazzeo, Jr., A.B.
Aloysius J. Melia, A.B.
R. Robert F. Merino
Thomas P. Mesick, A.B.
Charles J. Milton, A.B.
John N. Mitchell
James J. Moroney, A.B.
Arthur E. Moyer, A.B.
George Muchnic, M.B.A. (*Cum laude*)
Roger W. Mullin, Jr., A.B.
Joseph F. Murphy, A.B.
James D. Murtaugh, A.B.
Martin J. Neary, A.B.

Degrees Conferred

The Honorary Degree of DOCTOR OF LETTERS is conferred on—

REVEREND WILLIAM JAMES MCGARRY, S.J., Ph.D., S.T.D., LL.D.

The Honorary Degree of DOCTOR OF LAWS is conferred on—

JOHN STEPHEN BURKE, B.A. (Yale)
EDWARD JOSEPH GLENNON, B.A. (Fordham)
and
HIS EXCELLENCY ANTONIO DE OLIVEIRA SALAZAR
Prime Minister of Portugal

On this Fiftieth Anniversary of their Graduation, Fordham University honors these devoted sons of the Class of 1888—

ALFRED VINCENT AMY, B.A. (Fordham), LL.B. (Columbia)
JOSEPH IGNATIUS BERRY, B.A. (Fordham), M.A. (Fordham), LL.B. (New York Law)
VERY REVEREND MONSIGNOR RICHARD B. CUSHION, B.A. (Fordham)
FRANCIS LOUIS DONLON, B.A. (Pordham), M.D. (Bellevue)

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MAE ALOYSIUS BURNS
SISTER M. CHERUBIM RITA KLUEPFEL, O.P.
SISTER M. CHRYSOSTOM FITZPATRICK
SISTER M. CLARE GOODWIN, C.S.A.
SISTER M. DOLORITA AULBACH, O.P.
SISTER M. DOROTHY LEIDNER, O.P.
JACOB LOUIS KELLER
JOHN EMANUEL KOUBA, JR.
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FRANK DANIEL PICKEL
JACQUES C. ROSENBLUM
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FRED M. SCHELLHAMMER
VERONICA M. SMITH
REV. WILLIAM T. SULLIVAN
REV. EDWARD ERNEST SWANSTROM
SISTER M. TERESITA MULHERN, R.S.M.

Degrees Awarded February 1, 1938

FRANK J. HIGGINS — JOHN J. THORNTON — ALBERT M. VAJDA

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THOMAS JOSEPH BANNIN, JR.
DOROTHY CECILIA BISHOP
JAMES FRANCIS BRADY, JR.
TIMOTHY JOSEPH BURKE
JOHN R. W. CAHILL
ROBERT JOSEPH CAIN
SISTER MARY CECILIA WHELAN
THERESA MARIE CERVINI
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JANE CUSACK MCKIERNAN
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IOLA PAULINE MORTOLA
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MARTIN J. NEARY, A.B.

FORDHAM UNIVERSITY

NEW YORK CITY

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January 21, 1939

Degrees conferred after commencement for the year 1938.

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William F. Smith
James Stephen Cannon
Timothy Francis Hartnett, Jr.
Michael Joseph Kenny, Jr.

Bachelor of Science:

John A. Kilmartin
Albert John Babartsky
Joseph Francis Comerford
Felix Michael Gangemi
John Charles Lock
Edward Joseph Loughman
Valentine Joseph Moore
John Lawrence Moyna
William John Neill
Joseph William Nemeth
Edward Bernard Lesinski

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Overture . . . . . Raymond . . . . . *Thomas*

Processional . . . . . The Gladiator . . . . . *Sousa*

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GRADUATES, ALUMNI, GUESTS AND FACULTY

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Selection . . . . . Chant San Paroles . . . . *Tschaikowsky*

VALEDICTORY . . . . . JOSEPH C. MCKENNA, '38

Intermezzo . . . . Cavalleria Rusticana . . . . . *Mascagni*

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Recessional . . . . Our Triumphant Flag . . . . . *Fischer*

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ROBERT S. CARROLL
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HUGH P. DONOHUE
WILLIAM P. DOOLEY
JOHN F. C. DUNN
(Magna cum laude)
ROBERT J. FAHEY
JOSEPH P. FARNAN
(Cum laude)
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ROBERT L. FLANAGAN
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ROBERT J. LANE
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(Cum laude)
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THOMAS A. WASSMER
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RICHARD L. WHITMORE

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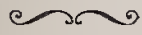

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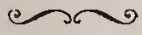

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datis rationibus, Doctor Literarum declaratur, honoris causa

Curatores Universitatis Fordhamensis et Collegii Fordhamensis omnibus praesentes literas visuris salutem in Domino.

Universitas Fordhamensis quo decorare honore Bostoniense Collegium quibus apte extollere laudibus valet hac auspicatissima hora, qua jubilaeus il splendore adamantino fulget? Una via et ratio est. Praesidet enim rebus ejus decus ejus permagnum, laude quam dignissimum, reverendissimus vir Gulielmus Jacobus McGarry, quo propriissimo ipsius sui jure laureato Universitas Fordhamensis germanam quoque suam, quam dilectissimam, regina in morem capite redimitam facit satis superque.

Omnibus modis perfectum ingenium et indole hic vir clarissimus prae gerit. Cui mentis acutissima acies, cui rerum et literarum coacervata periti profanarum atque sanctarum, cui os facile, explanatum, robustum, cui munus suum pergrande maxima administrandi sollertia. Laboriosus, ingeniosus e summe demissus, versutias argumentorum dedignatur, veritatem adversus con tuetur. Qualem Christi aemulum atque vitae verae assectatorem Ignatius Pate mente sibi informavit, qualem scripto et opere expressit suis, quales re es vera suos voluit, quippe qui, magnificam Dei gloriam olim intuiti et splendid visione allecti, eandem, nec aliam, unam anhelant, figuratam ante oculos haben jugiter manibus captant.

Ideoque his literis nos, Curatores Universitatis Fordhamensis et Collegi Fordhamensis, ad id munus summa Reipublicae auctoritate delegati, testamu dilectum nobis Gulielmum Jacobum McGarry, virum reverendissimum, honori causa ad Literarum Doctoratum fuisse provectum et omnibus et singulis juribu et privilegiis ad istum gradum pertinentibus a nobis fuisse donatum.

Quod ut omnibus innotescat praesentes literas communi nostro sigillo e Praesidis hujus Collegii chirographo munitas dedimus in aula nostra Academic Neo Eboraci, die decimo quinto mensis Junii anno milesimo nongentesim tricesimo octavo.

JOANNES STEPHANUS BURKE, VIR CLARISSIMUS,

datis rationibus, Doctor Legum declaratur, honoris causa

. . . . . *Hunc hominem clarissimum, Joannem Stephanum Burke, juvenem adhuc, rector et moderator celeberrimi emporii Altmanensis tabulis suis morien unum depoposcit, qui, in ejus locum suffectus, tum res et rationes regeret illiu societatis et mercaturae, tum etiam pecunias magnas procuraret Altmanenses e Friedmanenses, in beneficium emeriti stipendii et in alia beneficia collocatas.*

Quanta autem prudentia, quantaque felicitate munus suum ille perfeceri illa res declarat, quod non solum mercatores alii in hac urbe potentissimi ejus in re gerenda consilium petivere potissimum, sed ipse Gubernator Status Ne Eboracensis in privata occupationum inopia sublevanda et in aere publico distr buendo civium proli erudiendae partes ejus voluit; et summus Reipublc Princeps unum illum significavit eorum, qui in re maxime disceptata salu publicae providendae plurimum possent.

Tibi igitur, hero optimo et optatissimo, opificum chorus tuorum et clie telae, tibi filio Ecclesia Mater munifico, tibi ex edito statumine suo, non sin tua opera posito, pio favens vicissim patronus clienti, Sanctus Isaacus Jogues, ad oram Georgici lacus, porrecta manu, fausta usque precatur; et tibi, alumno novissimo atque carissimo, Universitas Fordhamensis, Alma Mater, reddit et ingeminat "fausta". . . . .

EDUARDUS JOSEPHUS GLENNON, VIR CLARISSIMUS,

datis rationibus, Doctor Legum declaratur, honoris causa

. . . . . *Honestissimum virum, Eduardum Josephum Glennon, filium suum dilectissimum, Alma Mater, Universitas Fordhamensis, summis prosequitur laudibus et honore.*

Ad rem publicam accedens, actor, sive secundus sive primus, caste, integre, fideliter lites de crimine intendit pro noviter constituto municipio Bronckiensi, qua ratione et partes suas dedit in illius muneris jamjam tradita innocentia et severitate fundanda, quam improbi anfugiunt homines, qua gloriantur cives boni

t actores. Deinde et aerarium urbis Neo Eboracensis et tutum civium com-eratum insigniter procuravit. Tandem et legum peritissimo et observantissimo judici perventum est illi in amplissimum judicum consessum, superiore gradu, tatus Neo Eboracensis. Judicialia autem decreta ejus explanata, firmata. Prae-uit quidem ingenio suo singulari et fide, sed vel magis praestans humanitate ausitata et indole urbano et gravi satis exemplo et admirationi est homini aique in alterutris subselliis versato. . . . .

ANTONIUS DE OLIVEIRA SALAZAR, VIR ILLUSTRISSIMUS

datis rationibus, Doctor Legum declaratur, honoris causa

. . . . . Deturbato regno, cives secum ipsi discordes atque ordines, jugis editionis capita impia et rapacia dilaniaverant Lusitaniam, quam tandem post annos sedecim, grande aetatis spatium, impedita rerum creditarum solutione, brutis aris, publica spreta auctoritate, jacentem moribundamque reliquerunt. Hanc in illo discrimine rerum et miseria hic vir illustrissimus et patriae amantissimus, Antonius de Oliveira Salazar, collegit, diffidentemque rebus suis confirmavit, novoque recreavit spiritu et vita.

Immo vel majus ostentum. Florent jam in illa civitate, quasi domesticae, pax summa, justitia, caritas, nullo cujusvis ordinis vel religionum convicio. Qualem videlicet Utopiam recte ordinatae civitatis Pontifices delirabant Romani! Cujus enim triplex et solidum fundamentum, scilicet patresfamilias, consociatos inter se homines similiter occupatos, municipia, encyclicis illi literis finxissent, eidem vividam dedit ille formam atque figuram, novamque lucem et spem felicioris vitae rationis addidit gentibus.

Haud immerito igitur illum, utcumque deliberata modestum parsimonia, servatorem patria atque custodem, gentes vatem habent atque sacerdotem novi usus et consuetudinis humanae, Conimbricense Collegium, Loyolae carissimum, ornamentum et decus concelebrat suum, virum denique e re publica suorum praestantissimum Ecclesiae Catholicae sodalitas vindicat. . . . .

Citation for the Honorary Degree of Doctor of Letters

(THE REVERENDWILLIAM JAMES McGARRY)

To all who view these presents the Trustees of Fordham University and of Fordham College give greeting in the Lord.

How can Fordham University appropriately acclaim and honor Boston College in this most happy season of her bright Diamond Jubilee? Obviously here is only one way. The President of Boston College, and her great glory, the Reverend William James McGarry, is himself deserving of the highest encomium; and in placing a crown of laurel on his brow in recognition of his high personal merit Fordham University is more than satisfied that she is enwreathing the head of her dear sister College in a fashion befitting a queen.

This illustrious gentleman is a man of consummate attributes of mind and character: a keen mind, a treasure-house of knowledge of arts and letters, both sacred and profane, a facile, clear and forceful pen, great administrative skill in his high office. An unassuming man of genius and never-ending toil, he stands face to face and eye to eye with truth, scorning all sophistry. He is true to the pattern of the zealous follower of Christ, the True Life, which the Father, Ignatius, conceived for his own ideal, portrayed for his sons in his own life and words, and meant them to realize in themselves, to be, that is, men who have glimpsed and been captivated by the splendid vision of the Greater Glory of God, pant after it and nothing else, follow it with gaze transfigured, continually reach out to capture it.

Accordingly by these presents we, the Trustees of Fordham University and of Fordham College, authorized to that purpose by the supreme power of the State, bear witness that our beloved son, the Reverend William James McGarry, has been advanced by us to the Honorary Degree of Doctor of Letters and endowed with all the rights and privileges pertaining thereto.

And in proof thereof we have issued these presents under the seal of our Corporation and the signature of the President of this College.

Fordham University, New York, the fifteenth day of June, in the year of Our Lord nineteen hundred and thirty-eight.

(THE HONORABLE JOHN STEPHEN BURKE)

. . . . . *This honorable gentleman, John Stephen Burke, at the early age of forty-two was designated by the President of the firm of B. Altman and Company in his last will to be his successor, and as such to direct that large merchandising corporation and also to administer the important Altman and Friedsam Foundations for the benefit of former employees and for other charitable purposes.*

The prudence and the success with which he fulfilled his office is evidenced by the fact that the most influential merchants of the city sought his business advice before all others; not only that, but the Governor of the State of New York claimed his services on two commissions, the one concerned with unemployment relief, and the other with State aid to education; and the President of the United States gave it to be understood that he was one of the men who had the greatest influence in the vexed situation of the National Recovery Administration.

"God bless you" therefore, best and most loved of employers, prays your group of employees, both past and present, "God bless you always," her son, prays Mother Church for your munificence, "God bless you always" from his high pedestal on the shore of Lake George, where your efforts helped to place him, Saint Isaac Jogues, your patron, prays with uplifted hand for his devout client, returning favor for favor; and for you, her son, last but not least in love, Alma Mater, Fordham University, echoes and reechoes "blessing". . . . .

(THE HONORABLE EDWARD JOSEPH GLENNON)

. . . . . *His Alma Mater, Fordham University, acclaims with highest honor her beloved son, the Honorable Edward Joseph Glennon.*

In the beginning of his public life, first as Assistant District Attorney and then as District Attorney for the newly constituted Borough of the Bronx, he contributed no small part by his unselfish, honest and faithful discharge of his duties to establishing the standing reputation of the District Attorney's Office for integrity and strict justice, a reputation which is the terror of the criminal and the pride of all good citizens and of the District Attorney's Office itself. Subsequently he held with distinction the post of Deputy Chamberlain and Deputy Public Service Commissioner of New York City. Finally, in virtue of his profound knowledge of the law and his splendid record of conscientious service on the Bench, he was advanced to the Supreme Court, Appellate Division, of the State of New York. His judicial decisions are clear and sound. Distinguished for his remarkable judicial temper and high honor, and even more for his great gifts of heart and his gracious, but firm disposition, he has won the emulation and the admiration of both Bench and Bar. . . . . .

(HIS EXCELLENCY, ANTONIO DE OLIVEIRA SALAZAR)

. . . . . *With the overthrow of the monarchy, class war, revolution after revolution, irreligious and grasping revolutionary leaders had mangled the body of Portugal, and at length after the long period of sixteen years left her in the agony of death, bankrupt, anti-religious, rebellious. At this crisis of her fortune this great patriot, His Excellency, Antonio de Oliveira Salazar, gathered her up in his arms, restored her confidence, and infused into her new breath of life.*

And still greater marvel. There flourish vigorously in the State, like familiars in the home, peace, justice, charity; there is no class war, no religious intolerance. This is, if you please, the Roman Pontiffs' Utopian dream of a well-order state! For to the well-ordered state which the Roman Pontiffs had outlined in their encyclicals, having for its solid basis the threefold unit, namely, the father of the family, the vocational group, the municipality, to this state he gave the form and figure of life, and to the world he imparted hope of happier living, like a new dawn.

Deservedly therefore, for all his modest preference for an unpretentious life, his country regards him as her saviour and guardian, the world regards him as the priest and prophet of a new order of society, the College of Coimbra, dear to Loyola, glories in his lustre as her own, and the Catholic world claims him as its outstanding Catholic layman. . . . . .

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WOOLWORTH BUILDING — THE CATHEDRAL OF COMMERCE

Home of Fordham College, Manhattan Division

BULLETIN OF
FORDHAM UNIVERSITY

FORDHAM COLLEGE
MANHATTAN DIVISION

CATALOGUE

1938 - 1939

Woolworth Building

233 Broadway New York, N. Y.

Calendar for 1938

JANUARY

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Calendar for 1939

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Published for FORDHAM UNIVERSITY by FORDHAM UNIVERSITY PRESS,
East Fordham Road, New York, N. Y. MDV — 01 — (84) osss

Academic Calendar

1938

Sept. 19, Monday .....Classes begin for all students; dismissal after first period.
Sept. 20, Tuesday .....Regular Schedule in effect, all periods and classes.
Sept. 26, Monday .....Societies and Academies organize.
Sept. 29, Thursday .....Mass of the Holy Ghost.
Oct. 3, Monday .....Filing of nominations for all officers of classes, clubs, etc.
Oct. 10, Monday .....Filing of lists of officers for all activities except Freshman classes.
Oct. 12, Wednesday .....Columbus Day; no class.
Nov. 1, Tuesday .....All Saints Day; no class.
Nov. 2, Wednesday .....Opening of Annual Retreat.
Nov. 5, Saturday .....Closing of Annual Retreat, 9 a.m.
Nov. 8, Tuesday .....Election Day; no class.
Nov. 11, Friday .....Armistice Day; no class.
Nov. 24-25, Thurs. & Fri. ..Thanksgiving Recess.
Nov. 28, Monday .....Classes resumed.
Dec. 8, Thursday .....Feast of the Immaculate Conception; no class.
Dec. 21, Wednesday .....Christmas recess begins after class.

1939

Jan. 3, Tuesday .....Classes resumed.
Jan. 19, Thursday .....Semester examinations begin.
Jan. 31, Tuesday .....Term Holiday.
Feb. 1, Wednesday .....Classes resumed for Spring Semester.
Feb. 13, Monday .....Lincoln's Birthday; no class.
Feb. 22, Wednesday .....Washington's Birthday; no class.
Mar. 17, Friday .....St. Patrick's Day; no class.
Apr. 5, Wednesday .....Easter recess begins after class.
Apr. 17, Monday .....Classes resumed.
May 12, Friday .....Sodality Mass and Reception.
May 13, Saturday .....Rector's Day.
May 18, Thursday .....Ascension Day; no class.
May 22, Monday .....Final examinations begin.
May 30, Tuesday .....Memorial Day; no class.
June 11, Sunday .....Baccalaureate Sunday.
June 14, Wednesday .....Commencement.

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FORDHAM UNIVERSITY

Origin and History

FORDHAM UNIVERSITY began as St. John's College, Fordham, on June 24, 1841. On that date it was formally opened by the Right Reverend John Hughes, D.D., then Coadjutor-Bishop of New York, and later its first Archbishop, and the Reverend John McCloskey, subsequently Bishop of Albany, Archbishop of New York and the first American Cardinal, was appointed President.

The property, when purchased by Bishop Hughes in 1839, was known as Rose Hill Manor, one of several estates or farms which, prior to their division, were known as Fordham Manor. Fordham, with the rest of Westchester County, was once a portion of the domain ruled by the chiefs of the Mohegans, from whom it was purchased by the Dutch and from the heirs of the Dutch owners by John Archer in 1669. Four years later, in 1673, Governor Francis Lovelace granted the Manor of Fordham to the same John Archer. The new manor is described in this document of transfer as "upon the main continent, situate, lying and being to the eastward of Harlem River, near unto ye passage called Spiting Devil upon which ye New Dorp or Village is erected known by the name of Fordham." The name of Fordham is derived from two Anglo-Saxon words, *foord* (a ford), and *ham* (a home).

During the interval of more than one hundred and fifty years from this date (1673) to the purchase by Bishop Hughes in 1839, the original manor was divided into several farms and passed through the hands of many owners. The portion which is now the University property was known as Rose Hill, a name which clung to the College for many years and by which its athletic teams were always known. Very recently the name has appeared again as the title of the little park just west of the entrance gate.

The property was purchased by Bishop Hughes in 1839 for a seminary for his diocese, but arrangements for a college inde-

pendent of the seminary were made at the same time and the first classes were opened in September, 1841, with six students. The seminary, which had been established at Lafargesville, Jefferson County, New York, in 1838, was moved and established at Fordham in 1841, under the patronage of St. Joseph. In 1845 St. John's Hall and Church were built, the former as a seminary for the education of priests for the Diocese of New York, the latter as the seminary chapel. The square one-story, stone building to the southwest of the Hall, which bears the date 1840, appears to have been built for the use of a few theological students while the seminary building was in course of erection.

In April, 1846, St. John's was raised by the Legislature to the dignity of a university and placed by Bishop Hughes under the direction of the Jesuits who had come from St. Mary's, Kentucky, at his invitation, and had purchased the college property. The seminary remained the property of the Diocese with the Jesuits as teachers. At the same time the scholastics of the Society of Jesus were trained in philosophy and theology in a building separate from the one occupied by the diocesan seminarians. When the seminary was removed to Troy, New York, the buildings and ground were sold to the Jesuits.

During the period from 1841 to 1846, there were three Presidents of St. John's, Reverend John McCloskey, later Bishop of Albany, the second Archbishop of New York and the first American Cardinal; the Reverend John Harley and the Reverend James Roosevelt Bayley, afterwards Bishop of Newark, New Jersey, and later Archbishop of Baltimore. The college had flourished and advanced and many improvements had been made in grounds and buildings.

The first Jesuit President was the Reverend Augustus Thebaud. Since his presidency in 1846 there have been twenty-two presidents under whom the college had grown into a university with its several departments, and from scarcely a hundred students to nearly ten thousand.

In 1905 the corporate name was changed to Fordham University, the collegiate department retaining the old name, St. John's College (which was changed in 1931 to Fordham College), and Law and Medical Schools were established. In 1911, the College of Pharmacy was opened; in 1916, the Graduate School, Teachers College and the School of Sociology and Social Service. In 1920 the School of Business was formally opened,

and three years later Fordham College, Manhattan Division, was established.

Fordham College, Manhattan Division

Fordham College, Manhattan Division, began in September, 1923, under the supervision of the School of Law of Fordham University, as a one-year evening pre-law course for high school graduates. In 1925 a second year was added to the pre-law course and the two-year course was placed under the direction of the Manhattan Division. The two-year pre-law course was supplanted, however, in September, 1928, by a four-year college course leading to the degree of Bachelor of Science and conducted under the title of Fordham College, Manhattan Division, and functioning as a separate unit of Fordham University.

Both day and evening classes are conducted in this department. The day session classes begin at 9.15 a. m. and end at 1.00 p. m. The evening session classes begin at 6.05 p. m. and end at 9.40 p. m.

Fordham College, Manhattan Division, fills the peculiar needs of three classes of students:

1. Those who intend to enter the field of Law or of Public Service and who accordingly desire a college training which will best fit them for their future work. The four-year courses in Philosophy and College English, the three-year course in Government and Political Science, the two-year course in Economics, History and Speech, together with the extra-curricular academies, debating societies and dramatic organization which are calculated to stimulate a greater interest in and afford invaluable assistance to the work of the classroom, are especially adapted for the training of prospective Law students and for students desiring to prepare for a career of Public Service;

2. Those who wish to obtain a Jesuit College training and to receive a college degree, but who find it impossible to devote their time entirely to college activity, due to financial difficulties at home which require them to work a limited number of hours during the day or evening. As noted above, the day session classes end at 1.00 p. m.

FORDHAM COLLEGE MANHATTAN DIVISION

WOOLWORTH BUILDING - 233 Broadway, N.Y.C.

1. American Tel. & Tel.
2. Assay Office
3. Bank of Manhattan
4. Chase National Bank
5. Cotton Exchange
6. Curb Exchange
7. Equitable Office Building
8. Federal Court House
9. Federal Reserve Bank
10. Fraunces Tavern
11. Hall of Records
12. Irving Trust Co.
13. J. P. Morgan & Co.
14. Municipal Building
15. National City Bank
16. New Post Office Building
17. New York City Hall
18. New York Clearing House
19. New York Stock Exchange
20. Produce Exchange
21. St. Peter's Church
22. Standard Oil Building
23. State Office Building
24. Sub-Treasury Building
25. "The Sun" Building
26. U.S. Custom House

TRANSPORTATION STATIONS

- A Independent Subway Sta.
- B I.R.T Subway Station
- C B.M.T. Subway Station
- D Sixth Ave. El. Station
- E Hudson Tubes

and the evening session classes begin at 6.05 p. m. and the same schedule of courses is offered to both day and evening students. This arrangement of class hours and schedule of courses gives the working young man a splendid opportunity to work at the same time for a college degree and to advance surely and steadily in the field of his choice;

3. Those who decide to enter Law School after the two years of college work which are required by the University of the State of New York for the issuance of a law student's qualifying certificate. The Freshman and Sophomore years of Fordham College, Manhattan Division, meet fully the requirements of the University of the State of New York in this regard and the schedule of courses includes a complete course in Scholastic Philosophy and courses in Economics, History, Government, English and Speech. Membership in the Sodality, Debating Societies, Academies and Dramatics is extended to students of this course.

Location

Fordham College, Manhattan Division, is located on the seventh floor of the Woolworth Building, 233 Broadway. The B.M.T. and the I.R.T. subway systems have stations with entrance in the building, and the proximity of all the elevated railways, the Independent System, the Hudson Tubes and the New Jersey and Staten Island ferries, make for ideal accessibility.

Officers of Administration

REV. ROBERT I. GANNON, S.J.
PRESIDENT OF THE UNIVERSITY

REV. THOMAS J. MURRAY, S.J.
DEAN

REV. JOSEPH T. KEATING, S.J.
TREASURER

REV. LEO F. FEY, S.J.
ASSISTANT TREASURER

REV. LEO I. HARGADON, S.J.
FACULTY DIRECTOR OF THE LIBRARY

WILLIAM J. ROEHRENBECK, B.A., B.S. IN L.S.
UNIVERSITY LIBRARIAN

CHRISTOPHER M. WALDORF, B.A.
BURSAR

E. VINCENT O'BRIEN, M.A.
REGISTRAR

WILLIAM F. McALOON, B.A.
ASSISTANT REGISTRAR

THOMAS F. CALLAHAN, B.A.
ASSISTANT BURSAR

Faculty, 1937-1938

GEORGE ALLINGHAM, B.A. . . . . *Speech and Drama*
LEO J. AUCOIN, M.A. . . . . *French*
ARTHUR E. BLAKE, B.C.S., C.P.A. . . . . *Economics*
REV. PETER L. BLAKE, B.A. . . . . *Religion*
JAMES F. COLLINS, M.A. . . . . *History*
JOHN J. COLLINS, M.A. . . . . *History*
EDWARD J. CULLEN, B.A. . . . . *Spanish*
FRANCIS DOWNING, M.A. . . . . *History*
PATRICK J. DOWNING, Ph.D. . . . . *Philosophy*
CYRIL EGAN, B.A. . . . . *English and Latin*
WILLIAM FRASCA, M.A., LL.B. . *Government and Economics*
FRANCIS X. HAMILTON, B.A., Ph.L. . . . . *English*
JOHN R. HART, Ed.M. . . . . *Philosophy and Education*
MAURICE I. HART, Ph.D. . . . . *Government*
DOUGLAS J. HENNESSEY, Ph.D. . . . . *Chemistry*
LEO I. KEARNEY, M.A. . . . . *Education*
REVEREND JOSEPH A. KOONZ, S.T.B., M.A. . . . *Religion*
FELIX E. LARKIN, M.B.A. . . . . *Economics*
WILLIAM J. LEEN, M.A. . . . . *Sociology*
WILLIAM A. LYNCH, Ph.D. . . . . *Physics*
REVEREND CONRAD I. MCCOY, B.A. . . . . *Religion*
WILLIAM T. MCNIFF, M.A. . . . . *Physics*
ARTHUR J. MANNIX, M.A., C.P.A. . . . . *Economics*
RAYMOND F. O'BRIEN, M.A., LL.B. . . . *English and Latin*
CHARLES OVERHOLSER, M.A. . . . . *German*
PETER J. PALMINTERI, B.A. . . . . *Spanish and Italian*
DAVID POWERS, M.A. . . . . *Speech and English*
RICHARD SEXTON, M.A. . . . . *English*
JOSEPH R. SHERLOCK, Ph.D., LL.B. . . . . *Philosophy*
REVEREND CHARLES O'CONNOR SLOANE, M.A., LL.B., S.T.L., S.S.L. . . . . *Religion*
RAYMOND C. STRASSBURGER, M.A. . . . . *Sociology*
JAMES VAUGHAN, M.A., LL.B. . . . . *Philosophy*
CHARLES J. WALSH, M.A. . . . . *Economics*
LEO K. YANOWSKI, Ph.D. . . . . *Chemistry*

System of Education

FORDHAM COLLEGE, Manhattan Division, has as its prime purpose the educating of young men who intend to enter the field of Law or of Public Service. In the fulfillment of this purpose the educational system employed is substantially the same as that of all other colleges of the Society of Jesus.

The Jesuit system of education aims at the full and harmonious development of all that is distinctively human in man. Accordingly, the realization of its end and purpose is crystallized in the perfect development of the whole man, of all his faculties, moral as well as mental. The truly educated man, therefore, has been trained, not only to recognize and to appreciate and to give adequate expression to the material, intellectual and spiritual facts and values of life in its entirety, but also trained to think and to act in easy accord with those principles and precepts which should govern and rule all his actions in their relations to self, fellow-man, country and Creator.

In effecting this desired development, any right system of education must look carefully not only to the means by which the memory and the imagination and the intellect can best be trained, but also, and with no uncertain emphasis, to those principles and infallible guides and practical methods by which the moral faculties of the student can be moulded and formed. The "whole man" must receive due attention and that in respect to the dignity and power of all the faculties which are his.

An eminent Jesuit educator has stressed this point very succinctly in these words: "If the intellect is to be trained at the cost of the will, the outcome is a rascal. If the imagination be fostered to the neglect of the other faculties, the product is a mild lunatic. If memory alone be strengthened, we have a machine. If the will receives all the attention, behold a fanatic or pious dolt."

To avoid the possibility of any such one-sided and disastrous development, Jesuit educators have always insisted that the program of studies both in subject-matter and in method of com-

munication be such as to insure a gradual and natural development of the mental and moral faculties of the students entrusted to their care. Thus, in the Jesuit system those instruments of education are employed which have successfully stood the test of more than three centuries and which are calculated to improve the memory, discipline the understanding, strengthen the will, refine the feelings, cultivate the taste and form the manners.

It is quite evident that, in the short period of his college course, a student, with his immature faculties, cannot be expected to apply himself with profit to that multiplicity of sciences and languages into which the vast world of modern knowledge has been divided. It is equally evident that no true educator would require such application, for that would presuppose accumulation of knowledge and growth of learning to be the aim and purpose of education. But it must be remembered that the gaining of knowledge is at most a concomitant result of education and that learning is but an instrument of education. Neither can be truly regarded as the end and purpose of education, which is the full and harmonious development of the whole man. Thus should those subjects be selected which will combine the most effective training of the "whole man" with the broadest and, at the same time, the most fundamental knowledge.

Different branches of learning have distinct and peculiar educational values, and the specific training given by one cannot be supplied by another. The Natural Sciences, Language and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The Natural Sciences bring the student into contact with the material aspects of nature and exercise the inductive and deductive powers of reasoning. Language and History effect a higher union; they are manifestations of spirit to spirit, and by their study and for their acquirement the whole mind of man is brought into widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers. It is for this reason that the Jesuit system has unwaveringly kept Language, and especially the classic tongues of Rome and Greece, the study of which leads the student to the fundamental recesses of language, in a position of honor as an instrument of education.

The object of the Jesuit system of education, which is to form Christian youths and Christian men, has never changed.

Nor has there been any departure from the essential method in this system. And while it still clings fast to the Natural Sciences, and to Language and History as proved instruments of a liberal education, it does not claim, as essential to its method, training exclusively through these branches of learning. Were its claims to the contrary, then courses in the Social Sciences would have no place in the program of studies in a Jesuit undergraduate department. It is essential, however, to the method of the Jesuit system of education and to the attainment of its objective, that for the most part, the subjects admitted be reducible to a unity of interpretation which can be consistently maintained throughout the course in accordance with the principles of sound philosophy and in harmony with the dictates of Divine Revelation. There is room, therefore, in this system for modern languages, modern sciences and social sciences because these subjects are reducible to that unity of interpretation and can be made to fit in harmoniously with the essential method of the Jesuit system and perfectly in accord with its definitely defined object.

In full conformity, then, with the method essential to the Jesuit system, basic courses in Government, Political Economy and Sociology, which will prove most beneficial especially for students intending to enter the professional school of law, may be introduced into the schedule of studies. These courses, arranged throughout the four years of college, constitute a major in Political Science and are communicated to the student under the guiding hand of the principles of Scholastic Philosophy, in which subject classes are also conducted throughout the entire college course.

Thus is the unity of interpretation, already referred to, preserved and fostered, and through the adaptability of method in the Jesuit system it is possible to prepare the student proximately for his future professional studies and at the same time to equip him, by means of a general, vigorous and well-rounded development, to cope successfully even with the unforeseen problems of life. By this system and method and through such instruments of education is the student trained to the knowledge and appreciation of the material, intellectual and spiritual facts and values of life. This knowledge and this appreciation are the happy effect of the enriching and stimulating of the intellectual faculties, in energizing and refining imagination, taste, understanding and powers of observation.

ST. PETER'S CHURCH

Scene of Student Religious Exercises

And yet were an educational system to stop here, it would indeed be seriously and dangerously deficient. The intellectual faculties must indeed receive their full development but not at the expense and neglect of the moral faculties. In fact the principal faculties to be developed are the moral faculties; for without the guiding and controlling force of a will, trained to act in accord with right moral principles, then that power possessed through the perfect training of the mental faculties can become a deadly weapon aimed against the common interests of God and country and fellow-man. "If the intellect is trained at the cost of the will, the outcome is a rascal." That this all-important element of true education has not been given sufficiently serious attention by some American educational institutions is evidenced in a statement of the American Bar Association which sincerely bemoans the fact that to the protection of organized crime have legal talent and knowledge and perhaps political power been shamelessly employed.

The Jesuit system of education, therefore, aims at developing, side by side, both the moral and intellectual faculties of the student. And, although the entire structure of this system is animated by the vital force of morality, yet the Jesuit educator does not regard moral principles as having, of themselves, any coercive power. Instruction alone in these principles cannot influence the will to an unfailing adherence to a moral code throughout the span of life. It is indeed important that the student be made to realize fully that right principles are identified with the law of God which is indelibly engraven in the human heart and contained in the higher code of Divine Revelation. But it is, in truth, of greater importance that the student be trained to follow faithfully the dictates of a well-informed conscience. Therefore must the knowledge of what is right be transformed into love of what is right, and both knowledge and love be reduced to the constant practice of doing what is morally right and avoiding what is morally wrong. And this moral training of the will is most successfully effected through the sacramental influences of religion.

Religion cannot, therefore, be divorced from the program of any right system of education. It must be regarded and esteemed according to its true worth, as a tremendous reality, reaching out, as it does, above and beyond the pale of earthly truths and love, to another and far more important world where alone the

perfection of the "whole man" can be fully realized in the possession of Eternal Truth and Infinite Love. Accordingly the Jesuit system grants to religion that prominence which its efficacy in the moulding and forming of a truly educated man requires. It strives by its frequent devotional practices and by the many opportunities offered for frequenting the Sacraments, to impress deeply on the mind and heart of the student the realization that religion is a part of his very being, and as such should color all his thoughts, temper all his judgments, guide and control all his actions.

It is through this, the Jesuit system of education, that Fordham College, Manhattan Division, undertakes the training of the students entrusted to its care. It is through the adaptability of the essential method of this system that those courses especially suitable for preparing the prospective law student for his future work, have been introduced into the curriculum. This department, moreover, despite the apparently insurmountable difficulty of location in the heart of New York's business center, has found it possible and practicable to adhere closely to those sacred traditions of the Jesuit system of education by which the moral faculties of the student, as well as his mental faculties, are nurtured and trained. And in employing this system, Fordham College, Manhattan Division, endeavors to lay a solid foundation in the whole mind and character of the lawyer or statesman of to-morrow who will be true to himself, true to his country and true to his Divine Model, Christ Jesus.

Religious Training

Despite the apparent handicap of its location in the heart of the New York business center, Fordham College, Manhattan Division, offers to all its students the spiritual advantages enjoyed by students of other Jesuit colleges. All students are required to attend two hours of Religion weekly. Besides the Religion courses there is a three-day Retreat held annually at St. Peter's Church, Barclay Street, for both the morning and evening students. Sodality meetings conducted in Sodality Hall, located on the seventh floor of the Woolworth Building, are held weekly for both the morning and evening students and Sodalists attend Mass and receive Holy Communion at St. Peter's Church

every First Friday. Devotions in honor of the Mother of God are held daily during the month of May.

Student Counsellor

A priest of the Faculty is exclusively engaged in administering personally to each and every student spiritual attention and guidance. As a sympathetic friend and adviser of the student, the Student Counsellor provides for frequent conferences in order to help the student diagnose his difficulties and problems and to suggest remedial treatment. To know the student and to help him know himself, the Counsellor, in strict confidence, charts the student's progress throughout the four years of his college life. He carefully notes his abilities, capacities, interests and outstanding traits in order to guide and encourage him in his present and future undertakings.

Scholarship

The courses of study offered are conducted according to the Jesuit system of education which has for its objective the highest culture through the development of the mental gifts and moral qualities of those entrusted to its care. To attain this ideal the student is expected to co-operate by earnest and persevering application to the daily assignments. The minimum amount of work outside of the classroom expected and required for passing success, is one hour for every scheduled lecture.

The schedule of studies is prescribed for all students admitted to this department and no student is permitted to drop any course in this schedule without the expressed and written permission of the Dean. Furthermore the written permission of the Dean must be obtained by all students wishing to take additional courses offered outside of this department, and this permission will be granted only to such students who can present and maintain a 75% average in all subjects of the prescribed course.

Students of this department enjoy the privileges of both the University Library, which is located on the Campus, and the Manhattan Division Reference Library, located on the eighth floor of the Woolworth Building. Reference books for all courses as well as the worth-while current magazines may be procured in the Reference Library.

For the students of Junior and Senior years who undertake the study of Chemistry and Physics, provision is made in the Chemistry and Physics Buildings located on the Campus, with lecture rooms, laboratory and research rooms, where is found the best and latest scientific equipment.

Students are urged to take full advantage of the academic organizations offered in this department and every student is expected to become an active member in at least one of the academies.

Besides the scheduled classes in Speech, special opportunities are offered in the Debating Societies and in the many activities of the Dramatic organization to develop power and grace and ease of oral expression. It is hardly necessary to mention the great importance of and the value to be attached to such activities for the student who hopes to succeed in the field of Law or Public Service.

Attendance

The first semester of the school year begins about September 15; the second semester, February 1. The morning session classes begin at 9.15 a. m., and the evening session classes begin at 6.05 p. m. It should be noted by applicants that classes begin promptly on the scheduled hour both for the morning and the evening sessions. Late-comers are not permitted to enter the classroom. Students who are not present 85% of the semester will not receive any credit for the work of the semester. "Cuts" are not allowed, but excused absences not exceeding 15% of a semester are permitted without the loss of credit for the semester. Certified excuses must be filed with the Registrar for all absences incurred and this must be done immediately upon return to classes. If in any semester a student absents himself in a subject exceeding twice the credit hours of that subject, he shall receive no credit for the course. Absence, even when excused, affects class standing and the class average is lowered by such absences.

Change of Address

Students are expected to notify the office immediately of any change of address. "Change of Address" cards for this purpose may be obtained in the office of the Registrar.

Withdrawal Notice

Students in Fordham College, Manhattan Division, who, for any reason whatsoever, are forced to discontinue, should notify the Registrar immediately, and in writing, of their intention to withdraw. Honorable dismissal will not be granted to anyone who fails to conform to this regulation.

Examinations and Promotions

Examinations are held in the course of each semester on the subject-matter of that semester. Examinations in the Philosophy courses of Freshman year are given on the completion of individual courses. The final average is determined by the student's record for recitations, written assignments and tests during the course of the semester, combined with the results of the quarterly and final examinations. Any student failing to receive a passing mark in the semester's average in any subject is considered a failure in that subject and must repeat the subject-matter. A passing grade in both the semester's average and the final examination must be attained.

Although the passing mark in any course is 65%, it should be noted that the following minimum standard of scholarship must be maintained:

1. For Promotion and Graduation: A general average of 75%.

2. For Recommendation to Professional Schools and for Qualifying Certificates: A minimum average of 75% in all subjects.

Students incurring three failures will be dropped from the college register. If a student is permitted to enter an advanced class with a failure he must register for the subject which he has failed at the time he registers for the advanced class and in the session other than that in which he is attending the advanced class. A failure in any course repeated will debar a student from further credit. Under certain circumstances a student may repeat the entire semester, taking all courses once again and such a student will be required to attain a recommendation grade in

all subjects for the semester repeated or withdraw from the college without credit.

Condition examinations are held about one week after notification of the results of the final examinations. Condition examinations are allowed in a limited number of subjects.

Students who absent themselves from the final examinations may be permitted to take the condition examination under the usual conditions and at the time of the condition examinations, provided a certified and acceptable reason for their absence from the final examination is filed within two days of the incurred absence. Such students, however, will be granted the grade attained in the condition examination.

Students who fail the condition examination will be expected to repeat the course before another examination will be granted. Those absent from a condition examination are not allowed another examination but must repeat the entire course.

Students who have not removed all matriculation deficiencies will not be permitted to enter Sophomore year. No student with a Freshman failure will be permitted to register for Junior year. No student will be permitted to enter the Senior year with any scholastic deficiency whatsoever.

Students who have consistently low grades will be requested to withdraw.

Grades and Reports

Report cards containing the grades in each subject are distributed at the close of each semester. Should parents or guardians of students in this department desire report cards mailed to them and not to the student, they should inform the office.

Transcript of Record

Any student desiring a transcript of his record should be careful to note exactly the address to which he wishes the transcript mailed. Official transcripts of records are not given to the students but are mailed directly to the University or College designated. No transcript will be issued during the periods of registration, examination and Commencement. No student will be recommended to professional schools who does not attain an average of 75% in all subjects.

Graduation

Students who have successfully completed the entire course as prescribed with a general average of 75% are recommended for the degree in course. This degree is conferred at Commencement, at which time the student receives his diploma from the President of the University. Degrees with distinction are noted on the diploma and Commencement program.

The University reserves the right to withhold such degree from any student who fails to attain to the standard required by the University in moral character as well as in scholastic endeavor.

Regulations

Students are held responsible for all regulations contained in this Catalogue and in the Handbook of Information which every student should possess for ready reference.

Residence

Fordham College, Manhattan Division, does not maintain dormitories. For this reason, resident students cannot be accommodated.

Tuition and Fees

Tuition, Full-Time Students (Day and Evening)	$250.00
Student Activities Fee	10.00
Library Fee	5.00
Matriculation Fee	5.00
Examination Fee	1.00
Physics Laboratory Fee	20.00
Physics Breakage Fee (returnable)	5.00
Chemistry Laboratory Fee	20.00
Chemistry Breakage Fee (returnable)	15.00
Diploma Fee	15.00
Transcript of Record Fee	1.00

Students who register for the purpose of removing failures incurred in this department will be charged at the rate of $10.00 per credit hour. A University Fee of $5.00, payable at the beginning of each semester, is added to part-time tuition.

Rules of the University prescribe that registration, tuition and laboratory fees are payable before attendance at any lecture or laboratory period, unless other arrangements have been made with the Bursar.

All fees are subject to change at the discretion of the Trustees of the University. Students of Fordham College, Manhattan Division, are subject to the regulation of the Treasurer's office governing payment of tuition fees, etc., and refunds of the same.

No consideration will be given to applications for refunds unless the student has given notice of withdrawal to the Registrar. Where illness, physical disability, or any extraordinary cir-

SODALITY HALL

"Striving to Cultivate the Interior Life"

cumstances require a student to leave, he should file with the Bursar a written statement of the causes of such withdrawal, accompanied by a statement from the Registrar giving the date of withdrawal. The "date of withdrawal" is the date on which the student has actually notified the Registrar in writing. Thereupon, the University will take under consideration the equities of the case; but in no event will the registration, matriculation or activities fees be returned.

Requirements for Admission

Application and Admission

All students desiring to obtain admission to Fordham College, Manhattan Division, should present themselves at the office of the Registrar, Room 750, Woolworth Building, and fill out completely the application blank for admission. They should notify the authorities of the schools they have attended that they have made such application, requesting that an official record of their work be mailed directly to: THE REGISTRAR, Fordham College, Manhattan Division, 233 Broadway, Room 750, New York, N. Y.

When candidates for admission call to file an application for admission they should bring with them two clear identification photographs of themselves. These photographs, which should measure 2 x 2½ inches, should not be of the snap-shot variety, but should be of the type generally used for passports and other documents requiring identification.

All communications and inquiries concerning application and registration should be addressed directly to the Registrar. Applicants should be careful to specify the department of the University together with the room number of the Registrar's office when applying for information concerning Fordham College, Manhattan Division.

The application and high school record, when received, will be presented for consideration to the Faculty Committee on Admissions.

All candidates for admission, whose applications have been accepted by the Faculty Committee, will be informed by the Registrar as to the details of their registration.

Matriculation Requirements

Candidates for admission to the Freshman class must present evidence of their graduation *with diploma* from a four-year course in a secondary school accredited by the Regents of the University of the State of New York.

Candidates must be able to obtain certificates of good moral character and of honorable dismissal from all schools they have attended as well as a certification by the principal of their high school that they are qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their high school course.

Students who have attended other colleges must state the same on their application blank and file a transcript of their college record, even though no advanced credit is desired or granted.

The record of high school work must represent at least 16 units distributed over the usual period of years in a recognized secondary school.

Units

The University of the State of New York thus defines a *unit:* The value given to a study which is pursued five periods a week for approximately 45 minutes for each period, for 38 weeks (190 school days) and involving an equal amount of time in preparation outside the classroom.

The units offered for admission into the regular Freshman class should include the following subjects:

Subject	*Units*
English	4
Algebra	1
Plane Geometry	1
Foreign Language	2
History (American)	1
Civics	½
Science	1

Specified Units

The two units in Mathematics are the minimum requirement. The two units in foreign language are also the minimum requirement. One year, or a single unit, in any language will not be accepted. The language presented for matriculation must, in any case, be chosen from a group including French, German, Italian, Latin and Spanish.

The unit of History must be in American History. Credits presented in this subject should represent one full year of work.

A unit of science should be chosen from the following group: Physics, Biology, Zoology, Chemistry and General Science. Credit for one-half year of Physiography and Physiology may be taken together to complete the science requirement. General Science and Elementary Biology, when taken together, can be accepted for only one unit.

Elective Units

It is required that the applicant present an additional five and one-half units for credit matriculation above and beyond the ten and one-half units indicated in the above schedule. Furthermore, it is expected that the applicant will model the credits which he is to present in satisfaction of the matriculation requirements according to the recommendations which are stated below concerning standard high school subjects. He may, however, in some cases, be allowed to present the elective units partially from other standard high school subjects.

It is recommended that the applicant be able to present credit for:

1. Three years of one foreign language and two years of a second. Latin is recommended for prospective Law students;
2. At least two full years of History;
3. Two years of Science (including Biology *or* General Science) chosen from the group specified above.

N.B.—Students who have no credit for a course in Trigonometry but desire to continue on to Junior and Senior years of Fordham College will be expected to register for a special course in Trigonometry to be given in the Junior year of their college course. A special fee of $15.00 *above the usual tuition fee will be charged for this course.*

Advanced Credits

No advanced credit is granted to a student in any one or more subjects specified in the schedule of courses. However, if

a student has the exact equivalent of any complete year, he will be granted advanced credit for that year, under the usual conditions.

Classification of Students

Fordham College, Manhattan Division, will not admit students desiring to register only for special courses selected from the prescribed courses of studies. Students, however, who have incurred failures in the prescribed courses of this department may remove the same by registering for them as "Special Students," in the session other than that in which they are pursuing the regular course.

It is to be noted that this department of the University is not coeducational.

Courses of Study

All students matriculating in Fordham College, Manhattan Division, are matriculated for an academic degree of B.S. having a major in the social sciences.

Students preparing for Medicine or Dentistry should not apply to this department. Students wishing to register in an A.B. course or in a B.S. course majoring in pure science are referred to the Registrar of Fordham College, Bronx Division, Bronx, New York.

The complete schedule of courses prescribed for Freshman and Sophomore years, must be followed by all students matriculating in Fordham College, Manhattan Division. Students desiring to register for extra courses must apply to the Dean for special permission. This permission will be granted rarely and only to students of exceptionally high scholastic standing in the prescribed college courses.

*Schedule of Courses**

FRESHMAN YEAR

Subject	*Credits*
Philosophy	8
English	6
Economics	6
English History	4
Religion	2
Speech	4
Sociology	4
	34

SOPHOMORE YEAR

Subject	*Credits*
Philosophy	8
English	6
Advanced Economics	4
American History	4
Government	4
Religion	2
Language	6
	34

JUNIOR YEAR

Subject	*Credits*
Philosophy	8
Chemistry	8
English	6
Religion	2
Advanced Government	8
	32

SENIOR YEAR

Subject	*Credits*
Philosophy	8
Physics	8
Elective	4
Religion	2
Advanced Government	8
	30

* This schedule of courses is subject to change at the discretion of the Dean and his Advisory Committee.

Outlines of Courses

ECONOMICS

FRESHMAN YEAR THREE HOURS A WEEK BOTH SEMESTERS

Principles of Political Economy.—Nature and scope of Economics. Brief survey showing the development of the present system. Elementary concepts. Production; productive factors; business organization; combination and monopoly. Consumption. Exchange; principles of value; price determination under competitive and non-competitive conditions. Principles of money and credit. Banking system of the United States. Price fluctuations and business cycles. International trade; foreign exchange and protection. Distribution, functional and personal. Problems of industry, labor, and government control. Public finance.

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

Advanced Economics.—This is a survey course in business economics. It includes an introduction to the general principles of corporation finance, of management and of marketing. The two major means of business control, viz.: accounting and statistics, receive special attention. An introduction to the principles of accounting, the mechanics of assembling accounting data, and the preparation and use of financial statements are studied by means of adapted problems. The aim of the course is to acquaint the student with the general structure of business, certain of its important problems and the means taken to obtain satisfactory solutions.

ENGLISH

FRESHMAN YEAR THREE HOURS A WEEK FIRST SEMESTER

College Composition.—Intensive study of, and frequent practice in writing, based upon a consideration of diction, sentence structure, and paragraph development. The principles of advanced forms of exposition, narration and description will be employed as bases for exercises in writing.

FRESHMAN YEAR THREE HOURS A WEEK SECOND SEMESTER

Rhetoric and Oratorical Composition.—The purpose of this course is to establish sound principles of argumentation and persuasion, and through the study of oratorical masterpieces to create in the student a mode of expression that is clear, forceful and interesting. To insure constant practice, weekly written assignments are required.

SOPHOMORE YEAR THREE HOURS A WEEK BOTH SEMESTERS

History of English Literature.—A comprehensive survey of English literature from its Celtic and Anglo-Saxon beginnings to and including the Victorian School of writing. Attention to the social and historical backgrounds of the principal literary movements in England, and to the outstanding men of letters and their influence. Additional study of the prose forms in the first semester, and of the principles and types of poetry in the second semester. Weekly compositions; required reading outside class.

JUNIOR YEAR THREE HOURS A WEEK BOTH SEMESTERS

American Literature.—This course is designed to investigate American Literature since 1789 from three points of view: As the expression of national thought; as the history of creative and critical writing in the United States, as a study of the development of prose and poetic forms.

A research paper is required of the student each semester.

SENIOR YEAR TWO HOURS A WEEK BOTH SEMESTERS

Literary Criticism.—*First Semester:* From assigned illustrative matter a critical approach to literature in general is developed.—*Second Semester:* A specialized consideration of the drama. An historical approach, from the plays of Greece and Rome to those of the contemporary theatre, indicates the development of dramatic techniques from which a method of criticism is drawn.

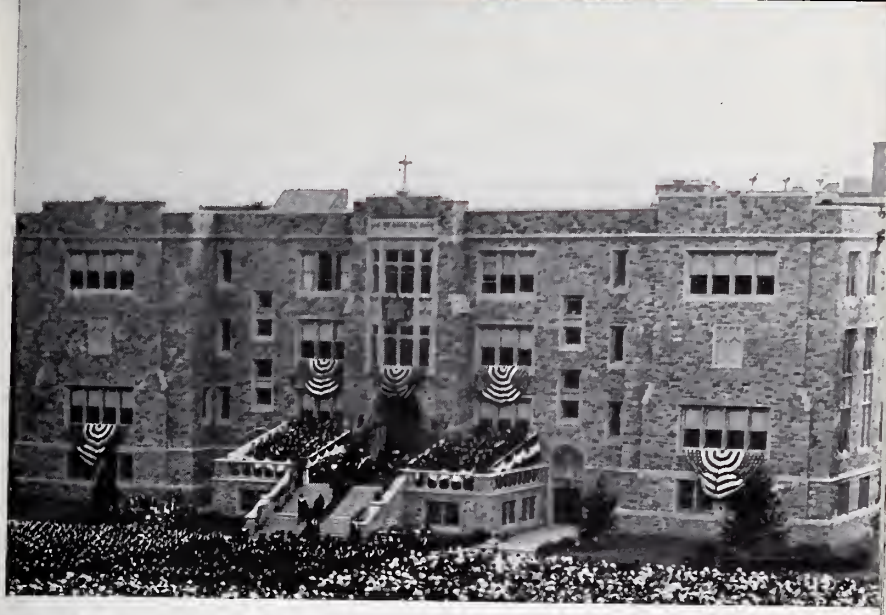
GOVERNMENT

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

American Government.—Introductory treatment of government in general; schools of thought, forms of government. The National Government, its characteristics and powers. The position of the States. The citizen and his rights. The instrumentalities of public control; parties, popular opinion, and elections. The National Government: President, Administration, Civil Service, Congress, the Courts, Territories and Dependencies. The State: Constitution, Executive, Legislature, Judiciary. Local Government: County, City and its Charter.

JUNIOR YEAR FOUR HOURS A WEEK BOTH SEMESTERS

Comparative Government.—The major governments of the world. Great Britain, France, Germany, Italy, Russia and Japan. The Constitutional Growth. The fundamental law. The executive, legislative and judicial branches; their structure, powers and relationship. Administration, local government, parties and politics. Technique and the dictatorship.



COMMENCEMENT SCENE

His Eminence Patrick Cardinal Hayes Presiding

SENIOR YEAR FOUR HOURS A WEEK BOTH SEMESTERS

International Relations.—The influences of various factors; economic, geographical, political, historical, religious, racial, cultural, etc., on Nationalism, Pan-Nationalism, Internationalism, Imperialism, Militarism, Disarmament, Security, Minorities, etc. Settlement of international disputes by diplomacy, arbitration, adjudication. International Law and Government: League of Nations; origin, organization, constitutional development and work. World Court. The International Conference: composition, methods and practices. The Papacy and its influence in international relations.

HISTORY

FRESHMAN YEAR TWO HOURS A WEEK BOTH SEMESTERS

History of England.—This is the story of England from its earliest known beginnings to the Constitutional Revolution of 1688. In this course there is traced the development of England from its heterogeneous tribal organization to a centralized Constitutional Monarchy. Emphasis is placed on the Constitutional character of this development. In this way there is a continuity and greater significance attached to such phases of this study as Anglo-Saxon institutions, Norman innovations, Wars of the Roses, Protestant Revolt, the Stuarts, and the Puritan Revolution.

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

American History.—The United States to 1865. The aftermath of the Revolution and the forces making for a Constitution. The Revolution of 1800. The Revolution of 1828. The development of the American mind. Slavery and the great Compromise. Secession and the Civil War.

SENIOR YEAR TWO HOURS A WEEK BOTH SEMESTERS

Modern European History.—The French Revolution as a point of departure for an understanding of Liberalism, Nationalism and Democracy. The rise of new states—Germany and Italy. The Church in this new society. Modern Capitalism and Imperialism. The New Diplomacy of the World War.

LANGUAGES

SOPHOMORE YEAR THREE HOURS A WEEK FIRST SEMESTER

Latin.—Cicero, *Pro Archia* and *Pro Lege Manilia*: Translation; literary appreciation of the prose style of the classical period. Politico-historical background. Cicero as compared with Demosthenes and other Greek orators: with modern orators. Rhetorical analysis.

SOPHOMORE YEAR THREE HOURS A WEEK SECOND SEMESTER

Latin.—Horace: selected *Odes* and *Epistles*. Latin prosody and the poetic idiom. Domestic and social life in Rome as depicted by Horace.

SOPHOMORE YEAR THREE HOURS A WEEK BOTH SEMESTERS

Spanish.—This course comprises: (1) Reading from the works of the representative writers of the Nineteenth Century with attention given to the character of their style and the influence they exercised on Spanish literature. (2) Conversation and compositions, the aim of which is to teach the student to speak and write idiomatic Spanish. (3) Dictation and sight translation of Spanish correspondence intended to acquaint the student with commercial formulas.

SOPHOMORE YEAR THREE HOURS A WEEK BOTH SEMESTERS

French.—Comprehensive review of French grammar rules with application of the rules. Formation of vocabulary through rapid reading of short stories. Reading of one modern play in verse, with a study of French versification. An introduction to the history of French literature from the Middle Ages to the French Revolution.

PHILOSOPHY

FRESHMAN YEAR FOUR HOURS A WEEK FIRST SEMESTER

Logic.—Definition of Philosophy. Meaning and Field of Logic. The Idea. Judgment. Reasoning. Definition and Division. Argumentation. Method. Science.

FRESHMAN YEAR FOUR HOURS A WEEK SECOND SEMESTER

Epistemology.—States of mind in regard to truth: Logical, Ontological and Moral truth; the aptitude of the mind for obtaining truth; certitude and its object; kinds of certitude. Skepticism, Cartesianism, Idealism, Materialism, refuted. The judgment and logical truth; the criteria of truth; the validity of inductive and deductive reasoning; human testimony in relation to certitude.

FRESHMAN YEAR FOUR HOURS A WEEK SECOND SEMESTER

Ontology.—Definition of Ontology. Notion of Being. Essence and Existence. The Possibles. Attributes of Being. Substance. Accidents. Special Treatment of Causality.

SOPHOMORE YEAR FOUR HOURS A WEEK FIRST SEMESTER

General Ethics.—The postulates and definition of ethics; its material and formal objects; ultimate ends of man, absolute and relative; moral goodness; norms and specific determinants of morality; merit. Law: Classification and attributes; natural and positive law; the moral obligation of civil law; its relation to the natural law. Conscience. Subjective right; natural rights; subject, title, matter of right; coactivity; duty; conflict of rights.

SOPHOMORE YEAR FOUR HOURS A WEEK SECOND SEMESTER

Individual and Social Ethics.—Duties of natural religion. Rights to moral, intellectual and bodily integrity; acts in violation thereof. Property rights; rights of Labor. Society and social authority. Domestic society; origin, nature, primary and secondary purposes; essential properties. Birth control, divorce, polygamy. Civil society: ends and origin; source of civil authority. Relative rights and duties of domestic, civil and religious societies in regard to the education of children.

JUNIOR YEAR FOUR HOURS A WEEK FIRST SEMESTER

Fundamental Psychology.—Organic Life. The Hylomorphism of Organic Life. The Origin of Plant Life. Mental Life. The Organic Basis of Consciousness. Reflex Activity. Sensation. External and Internal Senses. Emotions. The Philosophy of Sensory Life. The Origin of Animal Life.

JUNIOR YEAR FOUR HOURS A WEEK SECOND SEMESTER

Rational Psychology.—Cognitive functions; the intellect; its relation to matter; the origin of ideas. The will; freedom of choice; Determinism: various forms, ancient and modern. The human soul: substantiality, simplicity, spirituality, immortality and perpetuity. Union of soul and body. Origin of the human soul. Origin of species: transformism and fixism, absolute and modified forms of each.

SENIOR YEAR FOUR HOURS A WEEK FIRST SEMESTER

Cosmology.—The Universe in General. The Common Properties of Bodies. The Specific Properties of Bodies. The Essential Composition of Bodies.

SENIOR YEAR FOUR HOURS A WEEK SECOND SEMESTER

Natural Theology.—The existence of God. Possibility of demonstrating God's existence. Various proofs: the cosmological argument, the teleological argument, the argument from the common consent of mankind. The nature and attributes of God. The Divine Intellect; the Divine Will. Creation; its purpose and its relation to the immutability of God. The freedom of God in creation.

RELIGION

FRESHMAN YEAR TWO HOURS A WEEK BOTH SEMESTERS

Religion.—The love of God in daily conduct and in worship. Love of neighbor through charity and justice. Personal, social and civic charity. Justice and the commandments. Right to life, and modern American conditions. Marriage as the builder of childhood and adulthood. Purity. Social justice. Truthfulness. The moral law and the Catholic ideal. The formation of Catholic character.

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

Religion.—The Dogmas of the Church; the religious educational function of Dogma. Study of the whole of Catholic doctrinal teaching with illustrations evidencing the fact that Dogmas furnish a motive power, a driving force, a dynamic motivation which impels us to live up faithfully to the Catholic ideal of life.

JUNIOR YEAR TWO HOURS A WEEK BOTH SEMESTERS

Religion.—The eternal ideal of the Church as it is effected through the governing, teaching and sanctifying functions of the Church. The evidences for the Church's power. Structure and organization of the Church. Her relations to society. Christ, her Founder. Sources of His Life. Life of Christ, human and divine. Christ in His Church. The Mystical Body of Christ.

SENIOR YEAR TWO HOURS A WEEK BOTH SEMESTERS

Religion.—The realization of Catholicism in life's major phases. The basis of Catholicism in Divine Faith. The supernatural life. Christian motivation of conduct. The spiritual life; Catholic teachings on marriage; choice of life mate; qualifications; engagement; married life; child training. Catholic teachings on sex. Civic, business, professional and parochial responsibilities. The Holy Sacrifice of the Mass.

SCIENCE

The Science Courses of Junior and Senior years in Chemistry and Physics consist of three hours lecture and two hours laboratory weekly. The laboratory work is conducted in the respective Science Buildings on the Campus. The lecture periods are arranged thus: Morning session, two hours at Fordham; one hour at the Woolworth Building. Evening session, one hour at Fordham; two hours at the Woolworth Building.

JUNIOR YEAR — THREE HOURS LECTURE A WEEK, TWO HOURS LABORATORY A WEEK — BOTH SEMESTERS

General Inorganic Chemistry.—The fundamental principles of the scientific method for a better understanding of the applications of this science in other fields of learning; an appreciation of the contributions of chemistry to our present-day civilization. The more common chemical elements and their compounds; the important laws and theoretical principles underlying chemical science. Lectures, with experimental demonstrations; recitations, laboratory work.

SENIOR YEAR — THREE HOURS LECTURE PER WEEK, ONE PERIOD LABORATORY — BOTH SEMESTERS

General Physics.—Mechanics, Heat, Sound, Electricity and Light. The treatment is analytical as well as descriptive. Use of physical equations in the solution of problems is an important part of the course. The associated laboratory work aims to instill into the student the habit of careful observation and gives him the opportunity to verify for himself the laws and principles which he has received in the lecture course.

SOCIOLOGY

FRESHMAN YEAR — TWO HOURS A WEEK — BOTH SEMESTERS

General Sociology.—For students beginning the study of sociology, dealing with cultural, economic and political systems, associations and institutions, the social and cultural heritage, heredity and environment, life and environment, social codes and fundamental processes of social interaction. The natural societies and their special problems, social change and social control, false conceptions of society and strange political creeds will be discussed in the light of the principles embodied in the Encyclicals.

SPEECH

FRESHMAN YEAR — TWO HOURS A WEEK — BOTH SEMESTERS

Fundamentals of Speech.—Projects in communication, the problem of meaning, the use of words, the use of the dictionary, voice, articulation, pronunciation, audience analysis, narration, description, exposition, story telling, oral interpretation of literature, conversation, dramatic reading, group discussion and debate.

TRIGONOMETRY

PREREQUISITE * FOR SENIOR PHYSICS — TWO HOURS A WEEK — ONE SEMESTER

In this course is stressed the practical value of Trigonometry and considerable time is given to practical problems. Trigonometric functions of Acute Angles; use of table of Natural Functions; Logarithms; use of Tables, antilogarithm, etc.; use of Logarithms. Multiplication, division; cologarithm; use and advantage of cologarithm; raising to a power; the Right Triangle; Trigonometric functions of any angle; the Oblique Triangle.

* Students who have offered trigonometry towards the fulfillment of matriculation requirements will not be required to register for this course.

ORGANIZATIONS

OF

FORDHAM COLLEGE

MANHATTAN DIVISION

The Sodality of Our Lady

The purpose of the Sodality of Our Lady is to develop within the individual lives of its select membership a special fervor of Catholic life. This is accomplished through devotion to the Mother of God and to her Son. It aims at the fullness of Catholic life, striving to cultivate the interior life after the fashion of Christ and His Mother, and uniting Catholic virtue with Catholic action. Regular weekly meetings, following a definite and systematic program of spiritual and temporal action, are held in the Sodality Hall. Seminars on important timely topics are conducted; occasional meetings are held in Saint Peter's Chapel on Barclay Street.

Faculty Moderator: REV. JOSEPH A. KOONZ, S.T.B., M.A.

SODALITY OF THE IMMACULATE CONCEPTION
(For students of the Morning Session)

OFFICERS, 1937-1938

Prefect . . . . . R. BLAKE MCCUNE, '38
First Vice-Prefect . . . . . JOHN M. REGAN, '38
Second Vice-Prefect . . . . . JOHN PURCHIO, '38
Secretary . . . . . ARTHUR FIORE, '38
Treasurer . . . . . CHARLES RICH, '39
Sacristan . . . . . ROBERT LOFTUS, '38

SODALITY OF OUR LADY OF THE BLESSED SACRAMENT
(For students of the Evening Session)

OFFICERS, 1937-1938

Prefect . . . . . JOSEPH F. O'NEILL, '38
First Vice-Prefect . . . . . CHARLES E. GEBUS, '38
Second Vice-Prefect . . . . . WILBUR SCHNEIDER, '38
Secretary . . . . . CARROLL X. LOVERING, '38
Treasurer . . . . . JOHN HOGAN, '40
Sacristan . . . . . JAMES LOBB, '43

NEW YORK'S CIVIC CENTER

From a Classroom Window

The Annual Retreat

During the latter part of October of each year classes are suspended for three days, during which time a Father of the Society of Jesus conducts the Student's Retreat in Saint Peter's Chapel, Barclay Street. The exercises for the morning session take place between 9.00 a. m. and 12.30 p. m. and for the evening session between 6.05 p. m. and 9.35 p. m.

The Student Council

The Student Council is composed of the presidents of the classes of Fordham College, Manhattan Division, and the School of Business. The Council serves as a medium of contact and information among the students, and uses its influence for the fostering of activities for the general welfare of existing academies and clubs, and for the encouragement of efforts to form new ones. It is also the purpose of the Council to promote school spirit, and to give in its meetings an opportunity for the representatives of the several classes to express the views of their classmen on matters affecting the interests of the students.

Faculty Moderator: PATRICK J. DOWNING, Ph.D.

OFFICERS, 1937-1938

President . . . . . JOHN REGAN, '38
Vice-President . . . . . CARROLL X. LOVERING, '38
Secretary . . . . . THOMAS WELCH, '39
Treasurer . . . . . JOHN HOGAN, '40

MEMBERS, 1937-1938

FRED BOETTNER, JR.
LEONARD BONNER
JOSEPH CATALDO
FRANK CLENDENEN
JAMES CUFF
EARL LEE
JOHN HOGAN
MICHAEL HUME
TIMOTHY HYNES
DUMONT KENNY
CARROLL X. LOVERING
PATRICK MCDONOUGH

JAMES MCGOVERN
ALBERT MCNAMEE
THOMAS MAHAN
JOHN MORRIS
CHARLES E. MURPHY
MARTIN MURPHY
GEORGE NOLTING
PETER O'REGAN
JOHN W. O'SHEA
JOHN M. REGAN
CHARLES RICH
THOMAS WELCH

The Mulry Council of Debate

The Mulry Council of Debate, an organization composed of students drawn from the Senior, Junior and Sophomore classes, meets weekly for the purpose of engaging in forensic discussion of current problems. It aims to familiarize the student with the practical workings of Parliamentary Law and to cultivate an ease and readiness in public discussion.

To engender interest, intercollegiate debates are arranged with institutions in the metropolitan area and a prize debate is held at the close of the school year.

Faculty Moderator: RAYMOND F. O'BRIEN, M.A., LL.B.

OFFICERS, 1937-1938

President . . . . . JOHN PURCHIO, '38
Vice-President . . . . . MARTIN MURPHY, '39
Secretary and Treasurer . . . . . CHARLES RICH, '39
Chairman, Contest Committee . . . RAYMOND VALENTI, '38

The Terence J. Shealy, S.J., Debating Society

This Society was organized to afford the upper classmen of the evening session the opportunity of perfecting themselves in the art of public discussion. Formal debates on questions of the day are presented weekly.

Faculty Moderator: FRANCIS X. HAMILTON, B.A., Ph.L.

OFFICERS, 1937-1938

President . . . . . THOMAS STARR, '38
Vice-President . . . . . MARK WALSH, '38
Secretary . . . . . WARREN MURRAY, '38
Treasurer . . . . . ALBERT SZABO, '39

The Augustus J. Thebaud, S.J., Debating Society and the John Henry Cardinal Newman Debating Society

The Augustus J. Thebaud, S.J., Debating Society is comprised of students of Freshman and Sophomore evening classes.

The John Henry Cardinal Newman Debating Society is comprised of students of the Freshman class, morning session.

The purpose and activities of both societies are identical: to accustom the members, by means of literary discussion and formal debates, to speak with fluency and ease and to afford them an opportunity of acquiring a knowledge of useful and timely subjects. Together with this, experience is gained in parliamentary procedure and order, and in the art of formal debate.

THE JOHN HENRY CARDINAL NEWMAN DEBATING SOCIETY

Faculty Moderator: GEORGE ALLINGHAM, B.A.

OFFICERS, 1937-1938

President . . . . . LEONARD BONNER, '40
Vice-President . . . . . JOHN FLYNN, '41
Secretary . . . . . ALFONSE NAPOLI, '41
Treasurer . . . . . DOMINICK LAROCCA, '40

THE AUGUSTUS J. THEBAUD, S.J., DEBATING SOCIETY

Faculty Moderator: DAVID P. POWERS, M.A.

OFFICERS, 1937-1938

President . . . . . JOHN MCAULIFFE, '41
Vice-President . . . . . RAYMOND CONCANNON, '40
Secretary . . . . . CHARLES SCHRAMM, '40
Treasurer . . . . . DUMONT KENNY, '40

The "Fordham Friars"

The "Fordham Friars" is the dramatic organization of Fordham College, Manhattan Division, and the School of Business. It is devoted to the encouragement and promotion of drama in all of its phases and aims to develop both general appreciation and individual skill in the various fields of play production. A full schedule of one-act plays, and several other programs, including a three-act play, are presented each year.

Faculty Moderator: GEORGE ALLINGHAM, B.A.

OFFICERS, 1937-1938

Morning Session

President . . . . . LAMBERT SPRONCK, '40
Secretary . . . . . MARTIN MURPHY, '39
Treasurer . . . . . BEVERLY HACHMANN, '39

Evening Session

President . . . . . JOHN H. MOONEY, '38
Vice-President . . . . . THOMAS WELCH, '39
Secretary . . . . . JOHN MCAULIFFE, '41
Treasurer . . . . . BEVERLY HACHMANN, '39
Executive Council Member . . . . . MARK WALSH, '38

The Suarez Circle

The purpose of the Suarez Circle is to offer to upper-classmen the opportunity for a finer development of the power for clear, systematic thinking and for the formation of the mental habit of properly evaluating current philosophical trends in the social, economic and political orders. To this end discussions are under-

taken which include historical events and present-day social, economic and political problems.

Membership is restricted to those students of the Junior and Senior classes who have done exceptionally well in their Philosophy courses.

Faculty Moderator: JOSEPH R. SHERLOCK, Ph.D., LL.B

OFFICERS, 1937-1938

President . . . . . JOHN KERRIGAN, '38
Vice-President . . . . . WILLIAM KENNEDY, '39
Secretary . . . . . BEVERLY HACHMANN, '39

The Campion Club

This organization is open to students in the Junior and Senior classes interested in topics of a literary nature. Meetings are held bi-weekly. The club has a twofold purpose: to increase enthusiasm for literature, and to foster student writing and criticisms. The informality of the round-table talk is maintained at all times. Subjects for discussion follow no set scheme, and treat of both classical and contemporary literary production and problems.

Faculty Moderator: RICHARD SEXTON, M.A.

OFFICERS, 1937-1938

President . . . . . JOHN KERRIGAN, '38
Vice-President . . . . . MARIO GALTERIO, '39
Secretary . . . . . JOHN LAURO, '39
Treasurer . . . . . F. RUSSELL SILLERY, '39

The Bellarmine Club

The Bellarmine Club is an organization for students of the Sophomore class who find the field of Political Science of particular interest. The purpose of the Club is to stimulate initiative

on the part of the individual member, to introduce him to the realities which exist apart from the subject-matter treatment of the classroom. It is also intended to be of special assistance to those who may have an inclination to enter the field of governmental or political activity.

Faculty Moderator: MAURICE I. HART, Ph.D.

OFFICERS, 1937-1938

President . . . . . JOHN KERRIGAN, '40
Vice-President . . . . . MARIO GALTERIO, '39
Secretary and Treasurer . . . . BEVERLY HACHMANN, '39

The Petavius Academy

The Petavius Academy was founded to afford Sophomore students, especially interested in history, the opportunity of developing a more mature mental attitude towards the subject, to bring to their knowledge ages and personalities not included in the classroom lectures, and to acquaint them with the sources of historical knowledge and the discipline of research.

Faculty Moderator: FRANCIS DOWNING, M.A.

OFFICERS, 1937-1938

President . . . . . JOHN KEILT, '41
Secretary . . . . . JAMES PARKS, '40

Le Cercle Colombiere

The purpose of the Cercle Colombiere is to interest students of language in foreign culture, civilization and language.

Regular meetings are held; talks are given by the Moderator, by members of the Cercle and by distinguished guests; there are arranged trips for cultural purposes, attendance at foreign language plays and motion pictures worthy of attention. Any

student may qualify who can understand slowly-spoken foreign language and who is willing to contribute to the program of every meeting.

Faculty Moderator: PETER J. PALMINTERI, B.A.

OFFICERS, 1937-1938

President . . . . . EDOUARD ELLER, '40
Vice-President . . . . . LOUIS PROVENZANO, '40
Secretary . . . . . JOHN FERRERI, '40

The Ricci Science Club

The purpose of this organization is to promote and foster a liking for science, to awaken and stimulate interest in modern scientific knowledge especially from a philosophical point of view, and to give the members opportunities to impart to an audience information of such a nature.

Every student in Fordham College, Manhattan Division, attending a course in any branch of science, is eligible for membership in this organization.

Faculty Moderator: LEO K. YANOWSKI, Ph.D.

OFFICERS, 1937-1938

President . . . . . GEORGE WALDIE, '38
Vice-President . . . . . THOMAS HARE, '39
Secretary . . . . . HENRY MLOTKOWSKI, '38

The "Aries"

Aries, the Year Book published each spring by the members of the Senior classes of Fordham College, Manhattan Division, and the School of Business, was founded to record permanently the student activities of each year as well as to provide departing Seniors with a lasting memorial of the classmates, friends and activities of their college days.

The staff is represented by members of every class in both Departments with a Senior class board in charge.

The *Aries* affords a means of expression for student art work, journalism and literary efforts.

Faculty Moderator: RICHARD SEXTON, M.A.

OFFICERS, 1937-1938

Editor-in-Chief . . . . . GEORGE ASPLAND, '38
Business Manager . . . . . PETER W. HOFMANN, '38
Managing Editor . . . . . JOHN PURCHIO, '38
General Coördinator . . . . . CHARLES O'LEARY, '38

The "Maroon Quill"

The *Maroon Quill* is the school newspaper, published by the student body of Fordham College, Manhattan Division, and School of Business. The paper was established to provide a medium for student expression in all phases of journalistic work, editorial, news and feature. Furthermore, it serves as an ideal record for the activities of students and organizations. Staff memberships are open to all classes.

Faculty Moderator: RICHARD SEXTON, M.A.

BOARD OF GOVERNORS, 1937-1938

Editor-in-Chief . . . . . WILLIAM KENNEDY, '39
Managing Editor . . . . . EDWARD B. REYNOLDS, '39
News Editor . . . . . DUMONT KENNY, '40
Advertising Manager . . . . . THOMAS WELCH, '39
Member of the Board . . . . . MARTIN MURPHY, '39

The Athletic Association

The object of this Association is to promote the athletic interests of the University and to discuss and determine matters of

PARTIAL VIEW, LIBRARY READING ROOM

For Research and Class Preparation

management pertaining to the welfare of collegiate and intercollegiate sports.

Students in the undergraduate departments of the Manhattan Division of the University are eligible for membership in this Association.

Alumni Association

The Fordham University Alumni Association aims to keep up after College days are over the loyalty and friendships made at Alma Mater. Two meetings are held annually, and before Lent an Alumni dinner is arranged at one of the well-known New York hotels. Alumni Day, usually the day before the baccalaureate services, was begun a few years ago and has been increasing in popularity ever since. It is the beginning of the bond between the graduates and the older alumni. Graduates of Fordham College, Manhattan Division, are eligible for membership in this Asssociation.

Library Facilities

The facilities of the University library, located on the campus of Fordham University, 190th Street at Third Avenue, Bronx, New York, are extended to all students.

The Manhattan Division offers to its students the use of a fully equipped and well furnished Reference Library, ideally located on the eighth floor of the Woolworth Building and occupying the entire southwest corner. The Reference Library is used exclusively for reference and research work and is calculated to be of valuable assistance to students in preparing class assignments.

Library hours are:

9.00 A. M. to 9.00 P. M. (Monday to Friday).
9.00 A. M. to 5.00 P. M. (Saturday).

Honors and Awards

Honors in the Graduating Class:

Students attaining a general average of 90% or over for the four years of their college course receive the following honors:

90 to 92% . . . . . *Cum laude*
93 to 95% . . . . . *Magna cum laude*
Over 95% . . . . . *Summa cum laude*

In the graduating class of 1937, the following were graduated with honors—

TIMOTHY WILLIAM COSTELLO (*Cum laude*)

A gold medal is awarded to the student of each class obtaining the highest average, over 90%, in his grades for the entire year. Students attaining a yearly average from 85% to 90% are entitled to honorable mention.

Graduating Class, 1937

GOLD MEDAL

Senior "A"	*Senior "B"*
TIMOTHY COSTELLO	EDWARD F. MCCARTHY

HONORABLE MENTION

Senior "A"	*Senior "B"*
VINCENT BANISZEWSKI	JOHN CLARK
JULIUS D'AMATO	DANIEL HUTTENBRAUCK
JULIUS FEINGOLD	ANTHONY MARSI
PAUL KINGSTON	JEAN STOLDT
JOHN POWERS	
ANTHONY WIERSCH	

Undergraduate, 1936-37

GOLD MEDAL

Freshman "E"

JOHN BANGERT

Freshman "D"

DUMONT KENNY

HONORABLE MENTION

Freshman "A"

PASQUALE CARRANO
OTTO FUSCO
LEROY JORDAN
BERNARD MCDONALD
BERNARD MCLAUGHLIN

Freshman "D"

JOHN L. O'MARRA

Freshman "J"

JOHN J. BOYLE
EUGENE MAHER

Freshman "G"

THOMAS BYRNES
ANTHONY MEROLA
JAMES PARKS
HERBERT ROSE

Freshman "E"

GEORGE W. BOLAND
WALTER EDWARDS
STEPHEN FEDOR
THOMAS HUNT
JOSEPH O'CONNELL

GOLD MEDAL

Sophomore "A"

WILLIAM KENNEDY

HONORABLE MENTION

Sophomore "A"

CLAUDIO AVERHOFF
DE VALLE HORTON
STEPHEN O'LEARY
JOHN SPATA

Sophomore "D"

JOHN D. O'CONNELL

Sophomore "E"

HERBERT FINNESON
THOMAS W. KELLY
JOHN J. MEYER

GOLD MEDAL

Junior "B"

EDMUND J. KELLY

HONORABLE MENTION

Junior "A"

FRANCIS GOLDSMITH
ROBERT LOFTUS
HENRY MLOTKOWSKI
JOHN REGAN
DANIEL SMITH

Junior "B"

EDWARD GARRITY
DAVID GUERIN
JAMES LYNCH
PATRICK MCDONOUGH
WILLIAM MORGAN
JOSEPH O'NEILL
WILBUR SCHNEIDER

A gold medal was awarded to each of the following for the best individual display of forensic ability at the end of the Debating season in May, 1937:

The John Henry Cardinal Newman Debating Society

LEONARD BONNER, '40

The Terence J. Shealy, S.J., Debating Society

PATRICK J. MCDONOUGH, '38

THE SPEECH CLINIC

For the Development and Use of the Speaking Voice

Scholarships

Competitive Scholarships

The Board of Trustees of Fordham University has established in the department of Fordham College, Manhattan Division, a full scholarship, to be offered annually to the high school graduate who receives the highest average in the competitive scholarship examinations held at the close of the scholastic year. This scholarship is valued at $1,000.00 and entitles the winner to the complete four-year college course in either the morning or the evening session. It does not include, however, any of the fees added to the usual tuition fees, nor does it include text-books, etc. Moreover, the University reserves the right to revoke the scholarship in the event that the conditions under which it has been awarded are not properly honored or for any other reason that the University authorities consider sufficiently cogent to take such action. Scholarship students must maintain a general average of 80% throughout the course. Eligibility for the competitive scholarship examinations requires that the candidate:

1. be a graduate of a recognized high school;
2. be rated in the upper third of his high school graduating class;
3. present to the Registrar the Certification Card, printed and distributed by Fordham University, duly signed by the High School Principal and certifying to the class standing of the candidate.

The scholarships will be awarded to the two students receiving the highest average in the competitive examinations to be held at Fordham College, Manhattan Division, Woolworth Building, New York City, during the first week in July, the dates to be announced later.

Candidates will be examined in English, Mathematics, American History and Civics.

Candidates for the competitive scholarship examinations should address their request to:

THE REGISTRAR,
Fordham College, Manhattan Division,
Woolworth Building, Room 750,
New York, N. Y.

Library Scholarships

The recipients of the Library Scholarships are selected by University authorities from the existing student body and on the basis of the student's previous scholastic record in the department. These scholarships are for one year's duration and are granted in return for part-time service in the Manhattan Division Reference Library.

Students who are awarded the Library Scholarship must continue to maintain a general scholastic average of at least 80%. Furthermore, the University authorities reserve the right to revoke the Library Scholarship should the conditions under which the scholarship has been granted be violated or for any other reason considered sufficiently cogent to take such action. All requests for the Library Scholarship should be made in writing to the Dean.

The Charles Hayden Scholars

Fordham University is the recipient of a grant from the Charles Hayden Foundation to provide scholarships for needy and deserving men students of the Metropolitan New York and Boston areas. Only students of exceptional ability and promise, whose financial needs are such that they cannot meet the expenses of University training without special assistance, can be given consideration for these awards. The amount of such scholarship awards varies in individual cases according to the character of the need, the number of applicants who may be accommodated, and the extent of the funds that may be available. Awards are limited in duration to one year but renewal is not precluded. The awards are made by the President on the basis of recommendations from the deans of the several schools and colleges of the University, to whom all applicants are respectively referred.

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OOLWORTH BUILDING — THE CATHEDRAL OF COMMERCE

ome of Fordham College, Manhattan Division

BULLETIN OF FORDHAM UNIVERSITY

SCHOOL OF BUSINESS

CATALOGUE
1938 - 1939

Woolworth Building
233 Broadway New York, N. Y.

Calendar for 1938

JANUARY

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Calendar for 1939

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Published for FORDHAM UNIVERSITY by FORDHAM UNIVERSITY PRESS,
East Fordham Road, New York, N. Y. BUS — 01 — (85) rsss

Academic Calendar

1938

Sept. 19, Monday .....Classes begin for all students; dismissal after first period.
Sept. 20, Tuesday .....Regular Schedule in effect, all periods and classes.
Sept. 26, Monday .....Societies and Academies organize.
Sept. 29, Thursday ....Mass of the Holy Ghost.
Oct. 3, Monday .....Filing of nominations for all officers of classes, clubs, etc.
Oct. 10, Monday .....Filing of lists of officers for all activities except Freshman classes.
Oct. 12, Wednesday ...Columbus Day; no class.
Nov. 1, Tuesday .....All Saints Day; no class.
Nov. 2, Wednesday ..Opening of Annual Retreat.
Nov. 5, Saturday ....Closing of Annual Retreat, 9:00 a.m.
Nov. 8, Tuesday .....Election Day; no class.
Nov. 11, Friday .....Armistice Day; no class.
Nov. 23, Wednesday ..Thanksgiving Recess begins after class.
Nov. 28, Monday .....Classes resumed.
Dec. 8, Thursday ....Feast of the Immaculate Conception; no class.
Dec. 21, Wednesday ..Christmas recess begins after class.

1939

Jan. 3, Tuesday .....Classes resumed.
Jan. 19, Thursday ....Semester examinations begin.
Jan. 31, Tuesday .....Term Holiday.
Feb. 1, Wednesday ...Classes resumed for Spring Semester.
Feb. 13, Monday .....Lincoln's Birthday; no class.
Feb. 22, Wednesday ...Washington's Birthday; no class.
Mar. 17, Friday .....St. Patrick's Day; no class.
Apr. 5, Wednesday ..Easter recess begins after class.
Apr. 17, Monday .....Classes resumed.
May 12, Friday .....Sodality Mass and Reception.
May 13, Saturday ....Rector's Day.
May 18, Thursday ....Ascension Day; no class.
May 22, Monday .....Final examinations begin.
May 30, Tuesday .....Memorial Day; no class.
June 11, Sunday .....Baccalaureate Sunday.
June 14, Wednesday ..Commencement.

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ACCOUNTING LABORATORY

With Individual Work-Table Equipment

FORDHAM UNIVERSITY

Origin and History

FORDHAM UNIVERSITY began as St. John's College, Fordham, on June 24, 1841. On that date it was formally opened by the Right Reverend John Hughes, D.D., then Coadjutor-Bishop of New York, and later its first Archbishop, and the Reverend John McCloskey, subsequently Bishop of Albany, Archbishop of New York and the first American Cardinal, was appointed President.

The property, when purchased by Bishop Hughes in 1839, was known as Rose Hill Manor, one of several estates or farms which, prior to their division, were known as Fordham Manor. Fordham, with the rest of Westchester County, was once a portion of the domain ruled by the chiefs of the Mohegans, from whom it was purchased by the Dutch and from the heirs of the Dutch owners by John Archer in 1669. Four years later, in 1673, Governor Francis Lovelace granted the Manor of Fordham to the same John Archer. The new manor is described in this document of transfer as "upon the main continent, situate, lying and being to the eastward of Harlem River, near unto ye passage called Spiting Devil upon which ye New Dorp or Village is erected known by the name of Fordham." The name of Fordham is derived from two Anglo-Saxon words, *foord* (a ford), and *ham* (a home).

During the interval of more than one hundred and fifty years from this date (1673) to the purchase by Bishop Hughes in 1839, the original manor was divided into several farms and passed through the hands of many owners. The portion which is now the University property was known as Rose Hill, a name which clung to the College for many years and by which its athletic teams were always known. Very recently the name has appeared again as the title of the little park just west of the entrance gate.

The property was purchased by Bishop Hughes in 1839 for a seminary for his diocese, but arrangements for a college independent of the seminary were made at the same time and the first classes were opened in September, 1841, with six students. The

seminary, which has been established at Lafargesville, Jefferson County, New York, in 1838, was moved and established at Fordham in 1841, under the patronage of St. Joseph. In 1845 St. John's Hall and Church were built, the former as a seminary for the education of priests for the Diocese of New York, the latter as the seminary chapel. The square one-story, stone building to the southwest of the Hall, which bears the date 1840, appears to have been built for the use of a few theological students while the seminary building was in course of erection.

In April, 1846, St. John's was raised by the Legislature to the dignity of a university and placed by Bishop Hughes under the direction of the Jesuits who had come from St. Mary's, Kentucky, at his invitation, and had purchased the college property. The seminary remained the property of the Diocese with the Jesuits as teachers. At the same time the scholastics of the Society of Jesus were trained in philosophy and theology in a building separate from the one occupied by the diocesan seminarians. When the seminary was removed to Troy, New York, the buildings and ground were sold to the Jesuits.

During the period from 1841 to 1846, there were three Presidents of St. John's, Reverend John McCloskey, later Bishop of Albany, the second Archibishop of New York and the first American Cardinal; the Reverend John Harley and the Reverend James Roosevelt Bayley, afterwards Bishop of Newark, New Jersey, and later Archbishop of Baltimore. The college had flourished and advanced and many improvements had been made in grounds and buildings.

The first Jesuit President was the Reverend Augustus Thebaud. Since his presidency in 1846 there have been twenty-two presidents under whom the college had grown into a university with its several departments, and from scarcely a hundred students to nearly ten thousand.

In 1905 the corporate name was changed to Fordham University, the collegiate department retaining the old name, St. John's College (which was changed in 1931 to Fordham College), and Law and Medical Schools were established. In 1911, the College of Pharmacy was opened; in 1916, the Graduate School, Teachers College and the School of Sociology and Social Service. In 1920 the School of Business was founded, followed three years later by Fordham College, Manhattan Division. A Summer School was opened in 1918 in the Woolworth Building and in 1919 transferred to the campus at Fordham where it still

continues its sessions, increasing from forty students in its initial year to over 1,200. In 1928 the Summer School at the Catholic Summer School, Cliff Haven, New York, was taken over by Fordham University. In 1928 and 1929, various centers for the Teachers College were opened in New Rochelle, Mount Vernon, Staten Island, Jersey City, Hoboken and Fort Lee.

The School of Business

The School of Business of Fordham University was founded in 1920 during the administration of the Very Reverend Edward P. Tivnan, S.J., then Rector of the University. In the beginning the School was primarily one of Accountancy. The first classes held were in Accounting, Business Law and Business English. Economics was added in 1922.

In 1926 the School of Business offered a four-year morning course and a six-year evening course, approximately evenly divided between liberal arts and business economics studies. Upon the successful completion of this course and recommendation of the School of Business, Fordham University conferred the degree of Bachelor of Science with a major in Accounting.

Since September, 1937, the School of Business has offered courses leading to the degree of Bachelor of Science with majors in various other fields of business specialization in addition to the major in Accounting. Further particulars relative to the various majors now offered may be found under the heading, "Curriculum," page 19.

The School admits a limited number of non-matriculated students to its courses in the Division of Business Economics, and to courses in the Division of Liberal Arts Studies, provided they are also registered for business economics courses. Such non-matriculated students must be sufficiently mature mentally and must have had enough business experience to enable them to undertake the work of the course, to which they are admitted, with profit to themselves and without interference with the regular and proper conduct of such course.

The School of Business, which is not co-educational, is a separate and distinct School of Fordham University. Its degree has been fully recognized and registered by the University of the State of New York since the introduction of the degree in 1926. At present the course with the specialization or major in Accounting meets the requirements of the State Education Depart-

ment for admission to the Certified Public Accountant examination and for the Accounting experience credit.

The internal plan of organization of the School of Business provides for a division of studies between the liberal arts group and business economics. The content of each of these divisions of the School is as follows:

Division of Liberal Arts Studies:

English	Philosophy
Government	Political Economy
History	Religion
Languages	Sociology
Speech	

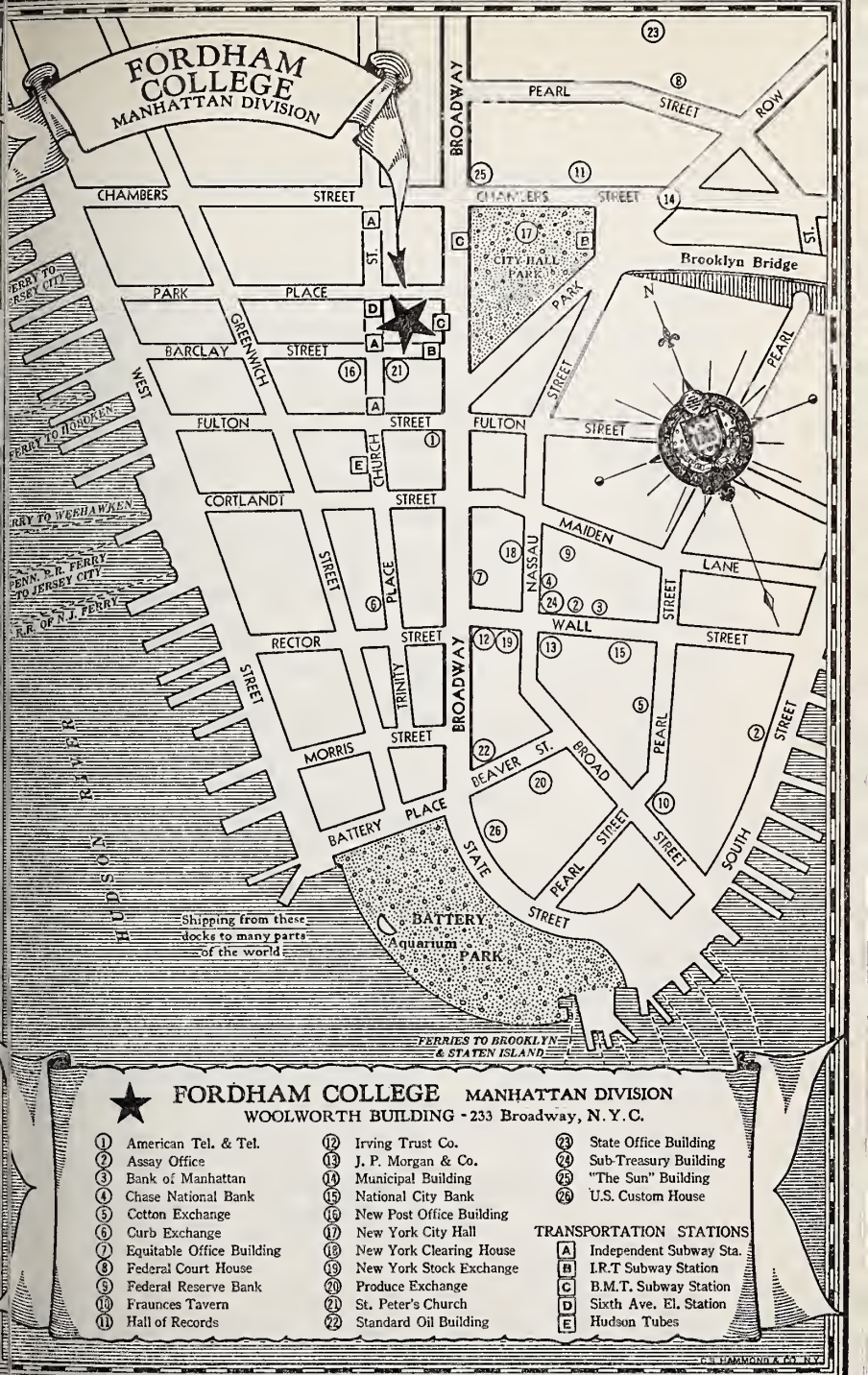
Division of Business Economics:

Accounting	Finance
Banking	Insurance
Business Law	Management
Business Writing	Marketing
Economics	Retail Distribution
Real Estate	

Descriptions of the individual courses under each of these departments appear under "Outline of Courses," page 39 of this catalogue.

Location

The School of Business is located on the seventh and eighth floors of the Woolworth Building, 233 Broadway. The B. M. T. and the I. R. T. subway systems have stations with entrance in the building, and the proximity of all the elevated railways, the Independent Subway System, the Hudson tubes and the New Jersey and Staten Island ferries, makes for ideal accessibility.



FORDHAM COLLEGE MANHATTAN DIVISION

WOOLWORTH BUILDING - 233 Broadway, N.Y.C.

1. American Tel. & Tel.
2. Assay Office
3. Bank of Manhattan
4. Chase National Bank
5. Cotton Exchange
6. Curb Exchange
7. Equitable Office Building
8. Federal Court House
9. Federal Reserve Bank
10. Fraunces Tavern
11. Hall of Records
12. Irving Trust Co.
13. J. P. Morgan & Co.
14. Municipal Building
15. National City Bank
16. New Post Office Building
17. New York City Hall
18. New York Clearing House
19. New York Stock Exchange
20. Produce Exchange
21. St. Peter's Church
22. Standard Oil Building
23. State Office Building
24. Sub-Treasury Building
25. "The Sun" Building
26. U.S. Custom House

TRANSPORTATION STATIONS

- A Independent Subway Sta.
- B I.R.T Subway Station
- C B.M.T. Subway Station
- D Sixth Ave. El. Station
- E Hudson Tubes

C.S. HAMMOND & CO. N.Y.

Officers of Administration

FORDHAM UNIVERSITY

Rev. Robert I. Gannon, S.J.
President

Rev. Joseph T. Keating, S.J.
Treasurer

Rev. Leo F. Fey, S.J.
Assistant Treasurer

Rev. Leo I. Hargadon, S.J.
Faculty Director of the Library

William J. Roehenbeck, B.A., B.S. in L.S.
University Librarian

Christopher M. Waldorf, B.A.
Bursar

Thomas F. Callahan, B.A.
Assistant Bursar

THE SCHOOL OF BUSINESS

Rev. Thomas J. Murray, S.J.
Dean

Hugh S. O'Reilly, Ph.D., C.P.A.
Vice Dean in Charge of Business Economics

E. Vincent O'Brien, M.A.
Registrar

William F. McAloon, B.A.
Assistant Registrar

Faculty, 1937-1938

GEORGE ALLINGHAM, B.A. . . . . *Speech and Drama*
LEO J. AUCOIN, M.A. . . . . *French*
GEORGE E. L. BAUMANN, B.S. . . . . *Business Economics*
REVEREND PETER L. BLAKE, B.A. . . . . *Religion*
EDMUND F. BOWEN, C.P.A. . . . . *Accounting*
RAYMOND BURDICK, LL.B. . . . . *Business Law*
JOHN J. COLLINS, M.A. . . . . *History*
EDWARD J. CULLEN, B.A. . . . . *Spanish*
FRANCIS DOWNING, M.A. . . . . *History*
PATRICK J. DOWNING, PH.D. . . . . *Philosophy*
CYRIL EGAN, B.A. . . . . *Latin*
HERBERT ELLIS, C.P.A. . . . . *Accounting*
JAMES F. FALLON, B.A. . . . . *Business English*
HENRY MINOR FASER, JR., M.B.A., C.L.U. . . . *Insurance*
WILLIAM FRASCA, M.A., LL.B. . . . . *Economics*
FRANCIS X. HAMILTON, B.A., PH.L. . . . . *English*
JOHN R. HART, ED.M. . . . . *Philosophy*
MAURICE I. HART, PH.D. . . . . *Business Economics* *
ALBERT J. JONAH, C.P.A. . . . . *Accounting*
C. MURRAY KAVANAGH, LL.B. . . . . *Business Law*
ROBERT L. KOERNER, M.A., LL.B. . . . . *Business Law*
REVEREND JOSEPH A. KOONZ, S.T.B., M.A. . . . *Religion*
THOMAS J. LANHEADY, B.C.S. . . . . *Marketing*
FELIX E. LARKIN, M.B.A. . . . . *Banking and Finance*
WILLIAM J. LEEN, M.A. . . . . *Sociology*
REVEREND CONRAD I. MCCOY, B.A. . . . . *Religion*

* Note: 1938-1939.

John F. Mahoney, B.S., C.P.A. . . . . *Accounting*
Arthur J. Mannix, M.A., C.P.A. . . . . *Accounting*
Thaddeus H. Mitchell, C.P.A. . . . . *Accounting*
John P. Moran, M.B.A., C.P.A. . . . . *Accounting*
Raymond F. O'Brien, M. A., LL.B., *English and Business Law* *
Christian Oehler, M.A., C.P.A. . . . . *Accounting*
Hugh S. O'Reilly, PhD., C.P.A. . *Accounting and Economics*
Charles Overholser, M.A. . . . . *German*
Peter J. Palminteri, B.A. . . . . *Spanish and Italian*
David Powers, M.A. . . . . *English and Speech*
Edward J. Reilly, B.B.A., C.P.A. . . . . *Accounting*
Thomas A. Scanlan, B.C.S., LL.B. . . . . *Business Law*
Richard Sexton, M.A. . . . . *English*
Joseph R. Sherlock, PhD., LL.B. . . . . *Philosophy*
Reverend Charles O'Connor Sloane, M.A., LL.B., S.T.L., S.S.L. . . . . *Religion*
Raymond C. Strassburger, M.A. . . . . *Sociology*
James Vaughan, M.A., LL.B. . . . . *Philosophy*
Charles J. Walsh, M.A. . . . . *Economics*

* Note: 1938-1939.

ST. PETER'S CHURCH

Scene of Student Religious Exercises

System of Education

In attaining the end and purpose for which the School of Business of Fordham University was instituted, the Jesuit system of Education has been adopted, though necessarily in modified form. This system has as its purpose the full and harmonious development of all that is distinctively human in man. To effect such a development the instruments of education employed, and which have successfully stood the test of more than three centuries, are such as are calculated to improve the memory, discipline the understanding, strengthen the will, refine the feelings, cultivate the taste and form the manners. The result of this proper development of all the human faculties with all their activities and properties is culture.

That there is an earnest demand and a serious need in the business world to-day for more men of true culture as well as of business acumen is readily admitted by all. It is the endeavor, therefore, of this department to approach, as far as its peculiar problem will permit, that degree of cultural and moral training of which it is capable. Thus, while preparing the student to take his place in the business field of his choice, it endeavors to insure him, at the same time, of the proper development of both his mental and moral faculties.

As in most colleges of a professional nature, the student who enters the collegiate school of business has usually decided quite definitely upon his life's work. For such an ambition as the profession of Public Accountancy, a syllabus which meets the requirements of the State must be prescribed. For those who wish to fit themselves for a general business career or who desire training in a special field of business, the program of studies should be so arranged as to assure them of a thorough training in the fundamental principles and methods of business and advanced specialized training in their chosen field. Accordingly a generous portion of the schedule is necessarily devoted to purely business courses. But were the student required to devote all his time and energy to the exclusive pursuit of such courses, he could not be expected to attain to that full and harmonious development referred to above. It is true that, under careful direction and by diligent application to such courses, the student is

acquiring a knowledge of the theory and practice of business, is accumulating a treasury of valuable facts and is familiarizing himself with a store of very useful business methods. Too, he is exercising his mental faculties of memory and of understanding, and he is acquiring the necessary habit of accuracy, thoroughness and order. He is, in a word, being trained to engage successfully in business and to attain business leadership. Yet he can hardly be said to be absorbing culture.

Some modern educators would attribute to such business courses as banking, corporation finance, business law, statistics and accounting, a definite cultural value. It has already been noted that these courses, if properly conducted, can be made to play some part in the training of the memory and understanding and even, in a moderate way, of the imagination. Yet it can hardly be admitted that such courses exert any considerable influence in that refinement of the powers of the understanding and expression, of the imagination and taste which are the distinguishing traits of the cultured man. The realization of this objective in education demands that only such "tools" be employed which will guarantee to all the faculties of man due attention, and that no one faculty be developed at the expense of another. An eminent Jesuit educator has stressed this point very succinctly: "If the intellect is trained at the cost of the will, the outcome is a rascal. If the imagination be fostered to the neglect of the other faculties, the product is a mild lunatic. If memory alone be strengthened, we have a machine. If the will receives all the attention, behold a fanatic or pious dolt."

Thus, to avoid the possibility of any such one-sided and disastrous development, recourse must be had to those time-proved instruments of a liberal education, the cultural subjects, and a conspicuous place allotted to them in the program of studies. The specific training derived through the careful communication and the attentive study of the Natural Sciences, Languages, History and Philosophy in the full development of the faculties of the student cannot be supplied by a multiplicity of purely business courses no matter how useful the latter may be considered in particular fields of endeavor. Due to the limited time which can be allowed to these cultural subjects in the curriculum of the collegiate school of business, it is clear that only those cultural subjects can be included which are considered best suited to bring about the desired effect.

It would be a serious mistake, however, to conclude that,

with well-selected cultural courses supplying the deficiency of the business courses in the proper development of all the mental faculties, that the program of training for the end proposed is thereby complete and satisfactory. Too often has the most important factor in the education of young men been either entirely disregarded or given far too meagre attention, namely, that education must also aim to develop the moral and religious side of human nature.

The moral faculties of the student must indeed be given that care and attention commensurate with the dignity and the power which are theirs. The educator who would minimize the value of carefully training the moral faculties of the student is just as unintelligible as the shipwright who would consider as superfluous the careful fashioning of the rudder and the necessity of a compass for a high-powered and beautifully-lined ship. For without the guiding and controlling force of moral principles that power possessed through the perfect training of the mental faculties becomes a deadly weapon aimed against the common interests of God and man and country. "If the intellect is trained at the cost of the will, the outcome is a rascal."

Morality, therefore, must be the vital force animating the entire structure of the business student's professional and cultural training. Since right principles of morality are identified with the law of God which is indelibly engraven on the human heart and which is contained in the higher code of Divine revelation, the necessity of conducting thorough courses in both Ethics and Religion is quite apparent. However, moral principles, no matter how clearly portrayed and readily understood, have of themselves no coercive power. Instruction alone is not sufficient in developing the will of the student to an unfailing adherence to moral principles. To knowledge must be added will-training. The knowledge of what is right and what is wrong must be transformed into a love of what is right and an abhorrence of what is wrong, and both knowledge and love must be reduced to the constant practice of doing what is right and avoiding what is wrong. The students must be made to look on religion as something real; that it is part of their very beings and that, as such, it should enter into all their lives, coloring all their thoughts, tempering all their judgments, controlling all their actions. And so, hand in hand with the enlightenment of the intellect there must be that practical moral training of the will

which is most successfully effected through the sacramental influences of religion.

The School of Business in drawing up its schedule of studies, has recognized the need of complementing technical or quasi-technical business courses with carefully-selected cultural courses deemed best suited to effect a well-rounded and harmonious development of all the faculties of the students entrusted to its care. Furthermore, in offering all the spiritual advantages enjoyed by students of other Jesuit colleges, it stresses the importance of thoroughly training the moral faculties of the student. Thus, with a well-balanced schedule of professional and cultural courses, surrounded by an atmosphere calculated to inculcate an appreciation of the tremendous importance of religion in both public and private life and to strengthen the will to act in accord with the highest principles of morality, this department endeavors to train for the various fields of business activity young men who will prove to be not only competent, but also upright and God-fearing. It is also convinced that it is only through a system of education such as has been here described that a graduate of a collegiate school of business can be prepared to offer effective assistance in the task of remedying permanently those disorders which are, to say the least, hampering true progress in the present business world.

Religious Training

Despite the apparent handicap of its location in the heart of the New York business center, the School of Business offers to all its students the spiritual advantages enjoyed by students of other Jesuit colleges. All students are required to attend two hours of Religion weekly. Besides the Religion courses, there is a three-day Retreat held annually at St. Peter's Church, Barclay Street, for both the morning and evening students. Sodality meetings conducted in Sodality Hall, located on the seventh floor of the Woolworth Building, are held weekly for both the morning and the evening students and Sodalists attend Mass and receive Holy Communion at St. Peter's Church every First Friday. Devotions in honor of the Mother of God are held daily during the month of May.

Student Counsellor

A priest of the Faculty is exclusively engaged in administering personally to each and every student spiritual attention and

guidance. As a sympathetic friend and adviser of the student, the Student Counsellor provides for frequent conferences in order to help the student diagnose his difficulties and problems and to suggest remedial treatment. To know the student and to help him know himself, the Counsellor, in strict confidence, charts the student's progress throughout the four years of his college life. He carefully notes his abilities, capacities, interests and outstanding traits in order to guide and encourage him in his present and future undertakings.

Curriculum

The course leading to the degree of Bachelor of Science with a major in one of the specialized groups of advanced studies in the Division of Business Economics provides for a total of 140 semester hours. A semester hour refers to one hour of classroom work per week for fifteen weeks.

The course may be completed in four years in the morning session and six years in the evening session. Morning session students attend class eighteen hours each week, evening session students twelve hours each week.

Liberal arts and business economics studies are included in the program for each year. The course is not only balanced in its entirety between these two divisions of studies, but each year maintains such a balance also.

All students are required to complete the liberal arts studies offered and those designated in the Division of Business Economics. In addition to these required studies, the student elects a specialized group of business economics studies in his major field of specialization. The specialized study groups offered are as follows:

Accounting
Banking
Banking and Finance
Finance
General Business
Insurance
Management
Marketing
Real Estate
Retail Distribution

This plan insures that each student will receive a broad training in the traditional and time-tried liberal arts studies which are essential in the training of an educated man, and a broad foundation covering the fundamentals of business. On this firm grounding in the liberal arts and business fundamentals, the student will go into the specialized advanced study in his particular field of election.

Although it is desirable that students elect their field of specialization upon entrance into the School, changes from one field of specialization to another may be effected at the end of the Freshman year. Changes from one field of specialization to another in later years, while permissible upon proper authorization of the authorities of the School of Business, can be made only with increasing difficulty and with the probability that certain credits may be lost, involving a lengthening of the regular time allotted for the completion of the course.

Particular attention is invited to the fact that changes in courses of study for which a student is registered may be made only upon written permission of the proper official of the School of Business.

Scholarship

To attain as nearly as possible to the ideal set by this department in the complete development of the mental gifts and moral qualities of those entrusted to its care, the student is expected to co-operate by earnest and persevering application to the daily assignments. The minimum amount of study outside the classroom expected and required for passing success is one hour for every scheduled lecture. At least four hours of home study for every scheduled class day are, therefore, necessary in preparing properly for the daily quizzes and frequent tests.

Change of Course

The schedule of studies in this department is prescribed for all degree and certificate students and no student is permitted to drop or add any course in this schedule without the expressed and written permission of the Dean.

Special students are expected to fill out a change of course card in the event that permission has been granted either to drop a course for which they have already registered or to change to another course approved of by the Dean.

Libraries

The University Library is located on the Campus in the Bronx and the Reference Library of the School of Business is located on the eighth floor of the Woolworth Building. Reference books for all courses, as well as current magazines and business periodicals, may be procured from the Reference Library. Students of the School enjoy the privileges of both the University Library and the Reference Library of the School of Business.

Accounting Clinic

In order to assist students who are experiencing difficulty in mastering the subject matter of the various Accounting courses an Accounting Clinic, in charge of a member of the Accounting faculty, is held after the regular class hours. Students may attend the Clinic voluntarily or, at the discretion of their instructors, may be required to do so.

Organizations

Students are urged to take full advantage of the academic organizations offered in this department and every student is expected to become an active member in at least one of the academies.

Besides the scheduled classes in Speech, special opportunities are offered in the Debating Societies and in the various activities of the Dramatic Organization to develop power and grace and ease of oral expression. Such activities play an important part in the proper training of the prospective business man and should be regarded as such by every student who hopes to attain leadership in business.

The various organizations of the School are described in this catalogue beginning on page 64.

Attendance

The first semester of the school year begins about September 15; the second semester, February 1. The morning session classes begin at 9.15 a. m., and the evening session classes begin at 6.05 p. m. It should be noted by applicants that classes begin promptly on the scheduled hour, both for the morning and the

evening sessions. Late-comers are not permitted to enter the classroom. Students who are not present 85% of the semester will not receive any credit for the work of the semester. "Cuts" are not allowed, but excused absences not exceeding 15% of a semester are permitted without the loss of credit for the semester. Certified excuses must be filed with the Registrar for all absences incurred and this must be done immediately upon return to classes. If in any semester a student absents himself in a subject exceeding twice the credit hours of that subject, he shall receive no credit for the course. Absence, even when excused, affects class standing and the class average is lowered by such absences.

Change of Address

Students are expected to notify the office immediately of any change of address. "Change of Address" cards for this purpose may be obtained in the office of the Registrar.

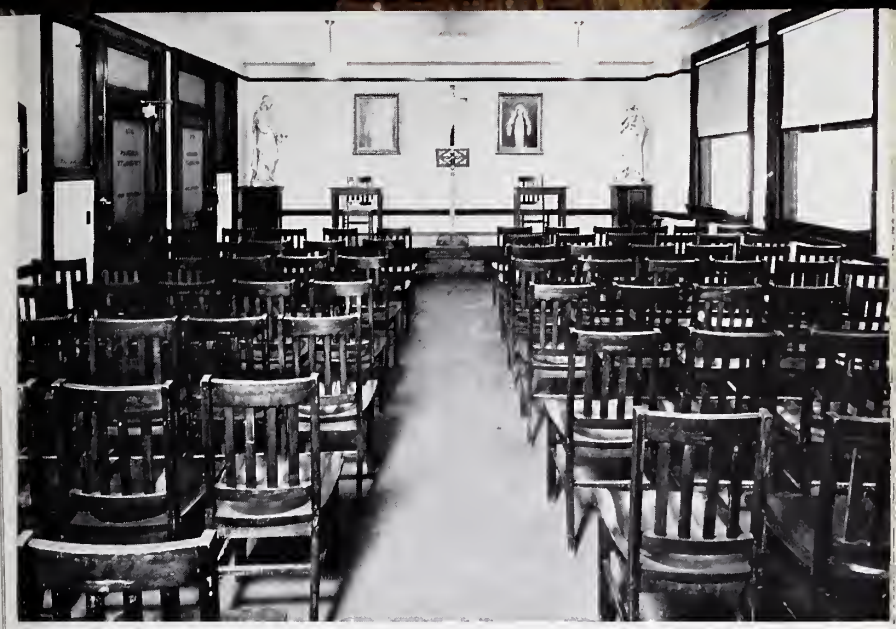
Withdrawal Notice

Students who, for any reason whatsoever, are forced to discontinue, should notify the Registrar immediately, and in writing, of their intention to withdraw. Honorable dismissal will not be granted to anyone who fails to conform to this regulation.

Examinations and Promotions

Examinations are held in the course of each semester on the subject-matter of that semester. Examinations in the Philosophy courses of Junior and Senior years are given on the completion of individual courses. The final average is determined by the student's record for recitations, written assignments and tests during the course of the semester, combined with the results of the final examinations. Any student failing to receive a passing mark in the semester's average in any subject is considered a failure in that subject and must repeat the subject-matter. A passing grade in both the semester's average and the final examination must be attained.

Although the passing mark in any course is 65%, it should be noted that the following minimum standard of scholarship must be maintained:



SODALITY HALL

"Striving to Cultivate the Interior Life"

1. For Promotion and Graduation: A general average of 75%.
2. For continuance in any of the advanced specialized study groups (majors) with the exception of general business: A general average of 75% in all courses in the field of specialization.
3. For graduation: In addition to all other requirements, the satisfactory completion of a comprehensive examination in the field of specialization.
4. For recommendation to other professional schools and for qualifying certificates: An average of 75% in each subject.

Students incurring three failures will be dropped from the School register. If a student is permitted to enter an advanced class with a failure he must register for the subject which he has failed at the time he registers for advanced classes and in the session other than that in which he is attending the advanced classes. A failure in any course repeated will debar a student from further credit. Under certain circumstances a student may repeat the entire semester, taking all courses once again and such a student will be required to attain a recommendation grade in all subjects for the semester repeated or withdraw from the School without credit.

Condition examinations are held about one week after notification of the results of the final examinations. Condition examinations are allowed in a limited number of subjects.

Students who absent themselves from the final examinations may be permitted to take the condition examinations under the usual conditions and at the time of the condition examinations, provided a certified and acceptable reason for their absence from the final examinations is filed within two days of the incurred absence. Such students, however, will be granted the grade attained in the condition examinations.

Students who fail the condition examination will be expected to repeat the course before another examination will be granted. Those absent from a condition examination are not allowed another examination, but must repeat the entire course.

In the four-year day course: Freshman students who have not removed all matriculation deficiences will not be permitted to enter Sophomore year. No student with a Freshman failure

will be permitted to register for Junior year. No student will be permitted to enter the Senior year with any scholastic deficiency whatsoever.

In the six-year evening course: no student will be permitted to enter the second year until he has removed all matriculation deficiences; no student may register for the third year until he has passed successfully all courses prescribed for the first and second years; no student may register for the fifth year until he has passed successfully all courses prescribed for the third and fourth years; no student will be permitted to enter the sixth year with any deficiency whatsoever in the work prescribed for the previous five years.

Students who have consistently low grades will be requested to withdraw.

Grades and Reports

Report cards containing the grades in each subject are distributed at the close of each semester. Should parents or guardians of students in this department desire report cards mailed to them and not to the student, they should inform the office.

Transcript of Record

Any student desiring a transcript of his record should be careful to note exactly the address to which he wishes the transcript mailed. Official transcripts of records are not given to the student, but are mailed directly to the University or College designated. No transcript will be issued during the periods of registration, examination and commencement. No student will be recommended to professional schools who does not attain an average of 75% in each subject.

Graduation

Students who have successfully completed the entire degree course as prescribed are recommended for the degree in course. This degree is conferred at Commencement, at which time the student receives his diploma from the President of the University. Degrees with distinction are noted on the diploma and Commencement program.

The University reserves the right to withhold such degree or certificate from any student who fails to attain to the standard

required by the University in moral character as well as in scholastic endeavor.

Regulations

Students are held responsible for all regulations contained in this Catalogue and in the Handbook of Information which every student should possess for ready reference.

Tuition and Fees

Tuition:	
Morning Session:	
Full-time Students:	
To 36 points per year	$250
Points in excess of 36, per point	10
Part-time Students, per point	10
Evening Session:	
Full-time Students:	
To 24 points per year	$200
Points in excess of 24, per point	10
Part-time Students, per point	10
Student Activities Fee	$10.00
Library Fee	5.00
Matriculation Fee	5.00
Examination Fee	1.00
University Fee—Part-time Students—Each Semester	5.00
Diploma Fee	15.00
Certificate Fee	5.00
Transcript of Record Fee	1.00

All fees for each semester must be paid in full at the beginning of each semester.

Rules of the University prescribe that registration and tuition fees are payable before attendance at any lecture, unless other arrangements have been made with the Bursar.

All fees are subject to change at the discretion of the Trustees of the University. Students of the School of Business are subject to the regulations of the Treasurer's office governing payment of tuition fees, etc., and refunds of the same.

No consideration will be given to applications for refunds unless the student has given notice to the Registrar of withdrawal. Where illness, physical disability, or any extraordinary circumstances require a student to leave, he should file with the Bursar a written statement of the causes of such withdrawal,

accompanied by a statement from the Registrar giving the date of withdrawal. The "date of withdrawal" is the date on which the student has actually notified the Registrar in writing. Thereupon, the University will take under consideration the equities of the case; but in no event will the registration, matriculation or activities fees be returned.

Requirements for Admission

Application and Admission

All students desiring to obtain admission to the School of Business should present themselves at the office of the Registrar, Room 750, Woolworth Building, and fill out completely the application blank for admission. They should then immediately notify the authorities of the schools they have attended that they have made such application, requesting that an official record of their work be mailed directly to: Registrar, Fordham University, School of Business, Room 750, 233 Broadway, New York City.

The application and high school record, when received, will be presented for consideration to the Faculty Committee on Admissions.

All candidates for admission, whose applications have been accepted by the Faculty Committee, will be informed by the Registrar as to the details of their registration.

When candidates for admission call to file an application for admission they should bring with them two clear identification photographs of themselves. These photographs, which should measure 2 x 2½ inches, should not be of the "snap-shot" variety, but should be of the type generally used for passport and other documents requiring identification.

Matriculation Requirements

Candidates for admission to the Freshman class, or for admission with advanced standing to the upper classes, must present evidence of their graduation with diploma from a four-year course in a secondary school accredited by the Regents of the University of the State of New York. Candidates must be able to obtain certificates of good moral character and of honorable dismissal from all schools they have attended, as well as a certification by the principal of their high school that they are qualified for higher studies. It is expected that such certification will not be given to those who received a general average of less than 75% in their high school course.

The record of high school work must represent at least 16

units distributed over the usual period of years in a recognized secondary school.

A *unit*, according to the definition of the University of the State of New York, is the value given to a study which is pursued 5 periods a week for approximately 45 minutes for each period, for 38 weeks (190 school days) and involving an equal amount of time in preparation outside the classroom.

The units offered for admission into the regular Freshman class *must* include the following subjects:

Subject	*Units*
English	4
Algebra	1
Plane Geometry or Commercial Arithmetic	1
Foreign Language	2
History	2
Civics	½
Science	1

It is required that the applicant present an additional four and one-half units of credit for matriculation above and beyond the eleven and one-half units indicated in the above schedule.

The two units in foreign language are the minimum requirement. A single year's work in each of two languages will not meet this requirement.

A unit of science should be chosen from the following group: Physics, Biology, Zoology, Chemistry and General Science. General Science and Elementary Biology can be accepted for only one unit taken together.

It is recommended that the applicant will model the credits which he is to present in satisfaction of the matriculation requirements according to the schedule above. He may, however, be allowed to present elective units from other standard high school subjects and from subjects contained on the schedule approved by the Board of Regents for commercial high schools.

Applicants who have attended other colleges must so state on their application blank and file a transcript of their college record with the office even though no advanced credit is desired or granted. The transcript must indicate certification of honorable dismissal and is acceptable only when it has been mailed directly from the college attended to the Registrar's Office,

School of Business of Fordham University. The applications of such students will not be considered by the Board of Admissions until such time as their transcripts of record have been received.

Residence

The School of Business does not maintain residence quarters. However, ample living facilities with proper environment are available within a short distance of the School.

Programs * of Study

DAY SESSION

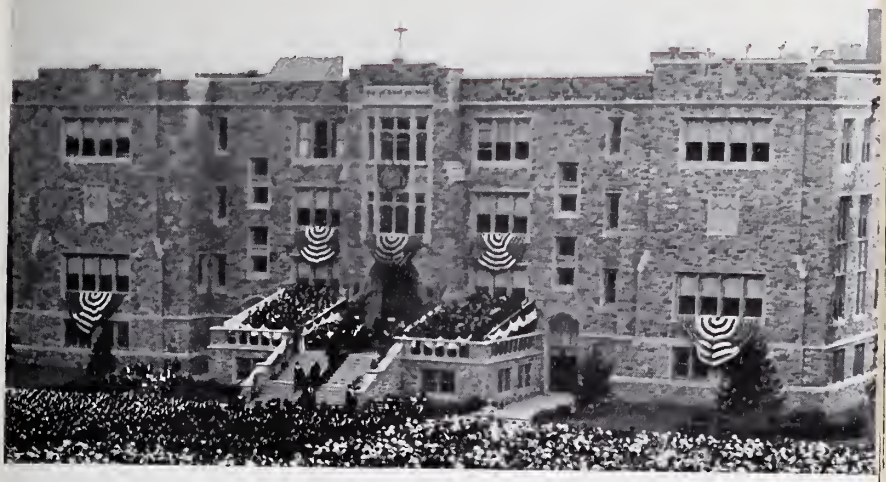
All Majors

Freshman Year:		*Semester Hours*
English	College Composition, and Rhetoric and Oratorical Composition	6
Religion		4
Economics	Principles of Political Economy	6
History	American History	4
Accounting	Bookkeeping, and the Elements of Accounting	8
Business Law	Origin of Law and Its Development, the Law of Contracts, and the Law of Agency, of Partnership and of Sales	4
Banking and Finance	Principles of Private Finance	4
		36

Major in Accounting

Freshman Year—See above		36
Sophomore Year:		
English	Business Writing	6
Religion		4
Language	French, Latin, Spanish, German or Italian	6
Government	American Government	4

* This schedule of courses is subject to change at the discretion of the Dean and his Advisory Committee.



COMMENCEMENT SCENE

His Eminence Patrick Cardinal Hayes Presiding

		Semester Hours
Accounting	Mathematics of Accounting and Finance, and Applied Theory of Accounts	8
Business Law	The Law of Corporations and of Negotiable Instruments, and the Law of Insurance and of Decedent's Estates	4
Banking and Finance	Principles of Money and Banking	4
		36
JUNIOR YEAR:		
English	History of English Literature	6
Religion		4
Philosophy		8
Speech		2
Economics	Economic History	4
Management	Principles of Business Management	4
Accounting	Intermediate Accounting Problems, and Cost Accounting	8
		36
SENIOR YEAR:		
Philosophy		4
Religion		4
Sociology	General Sociology	4
Business Law	The Law of Real Property and of Bailments, and the Law of Suretyship, of Bankruptcy, of Damages and of Evidence	4
Accounting	Auditing, Advanced Accounting Problems, Taxes, and the History and Philosophy of Accounting	16
		32
Total Semester Hours		140

MAJORS IN BANKING, FINANCE, MANAGEMENT, AND MARKETING

FRESHMAN YEAR—See page 30		36

		Semester Hours
SOPHOMORE YEAR:		
English	Business Writing	6
Religion		4
Language	French, Latin, Spanish, German or Italian	6
Government	American Government	4
Accounting	Mathematics of Accounting and Finance	4
Business Law	The Law of Corporations and of Negotiable Instruments, and the Law of Insurance and of Decedent's Estates	4
Banking and Finance	Principles of Money and Banking	4
One of the following:	Principles of Business Management or of Marketing	4
		36
JUNIOR YEAR:		
English	History of English Literature	6
Religion		4
Philosophy		8
Speech		2
Economics	Economic History	4
One of the following:	Principles of Business Management or of Marketing	4
Two advanced courses in major field		8
		36
SENIOR YEAR:		
Religion		4
Philosophy		4
Sociology	General Sociology	4
Economics	Economic Geography, and Introduction to Statistics	4
Business Law	The Law of Real Property and of Bailments, and the Law of Suretyship, of Bankruptcy, of Damages and of Evidence	4

		Semester Hours
Three advanced courses in major field		12
		32
Total Semester Hours		140

Major in General Business

Freshman Year—See page 30		36
Sophomore Year:		
English	Business Writing	6
Religion		4
Language	French, Latin, Spanish, German or Italian	6
Government	American Government	4
Accounting	Mathematics of Accounting and Finance, and Applied Theory of Accounts	8
Business Law	The Law of Corporations and of Negotiable Instrument, and the Law of Insurance and of Decedent's Estates	4
Banking and Finance	Principles of Money and Banking	4
		36
Junior Year:		
English	History of English Literature	6
Religion		4
Philosophy		8
Speech		2
Economics	Economic History	4
Management	Principles of Business Management	4
Marketing	Principles of Marketing	4
One advanced course in the Department of Banking and Finance		4
		36
Senior Year:		
Religion		4
Philosophy		4

		Semester Hours
Sociology	General Sociology	4
Economics	Economic Geography, and Introduction to Statistics	4
Business Law	The Law of Real Property and of Bailments, and the Law of Suretyship, of Bankruptcy, of Damages and of Evidence	4
Accounting	Taxes	4
Two advanced courses	in the Department of Management, or Marketing; or the introductory course and an advanced course in the Department of Insurance or Real Estate	8
		32
Total Semester Hours		140

EVENING SESSION

All Majors

First Year:

English	College Composition, and Rhetoric and Oratorical Composition	6
Economics	Principles of Political Economy	6
Accounting	Bookkeeping, and the Elements of Accounting	8
Business Law	Origin of Law and Its Development, the Law of Contracts, and the Law of Agency, of Partnership and of Sales	4
		24

Second Year:

Religion		4
History	American History	4
Banking and Finance	Principles of Private Finance, and Principles of Money and Banking	8
Government	American Government	4

		Semester Hours
Accounting	Mathematics of Accounting and Finance	4
		24

Major in Accounting

First Year—See page 34		24
Second Year—See page 34		24
Third Year:		
English	Business Writing	6
Religion		4
Language	French, Latin, Spanish, German or Italian	6
Accounting	Applied Theory of Accounts	4
Business Law	The Law of Corporations and of Negotiable Instruments, and the Law of Insurance and of Decedent's Estates	4
		24
Fourth Year:		
English	History of English Literature	6
Religion		4
Speech		2
Economics	Economic History	4
Management	Principles of Business Management	4
Accounting	Intermediate Accounting Problems	4
		24
Fifth Year:		
Philosophy		8
Accounting	Cost Accounting	4
Religion		4
Sociology	General Sociology	4
Business Law	The Law of Real Property and of Bailments, and the Law of Suretyship, of Bankruptcy, of Damages and of Evidence	4
		24

Sixth Year:		*Semester Hours*
Philosophy		4
Accounting	Auditing, Advanced Accounting Problems, Taxes, and the History and Philosophy of Accounting	16
		20
Total Semester Hours		140

Majors in Banking, Finance, Management, and Marketing

First Year—See page 34		24
Second Year—See page 34		24
Third Year:		
English	Business Writing	6
Religion		4
Language	French, Latin, Spanish, German or Italian	6
Business Law	The Law of Corporations and of Negotiable Instruments, and the Law of Insurance and of Decedent's Estates	4
One of the following:		
	Principles of Business Management or of Marketing	4
		24
Fourth Year:		
English	History of English Literature	6
Religion		4
Speech		2
Economics	Economic History	4
One of the following:		
	Principles of Business Management or of Marketing	4
One advanced course in major field		4
		24

FIFTH YEAR:		*Semester Hours*
Philosophy		8
Religion		4
Business Law	The Law of Real Property and of Bailments, and the Law of Suretyship, of Bankruptcy, of Damages and of Evidence	4
Sociology	General Sociology	4
One advanced course in major field		4
		24
SIXTH YEAR:		
Philosophy		4
Economics	Economic Geography, and Introduction to Statistics	4
Three advanced courses in major field		12
		20
Total Semester Hours		140

MAJOR IN GENERAL BUSINESS

FIRST YEAR—See page 34		24
SECOND YEAR—See page 34		24
THIRD YEAR:		
English	Business Writing	6
Religion		4
Language	French, Latin, Spanish, German or Italian	6
Accounting	Applied Theory of Accounts	4
Business Law	The Law of Corporations and of Negotiable Instruments, and the Law of Insurance and of Decedent's Estates	4
		24
FOURTH YEAR:		
English	History of English Literature	6
Religion		4
Speech		2

		Semester Hours
Economics	Economic History	4
One of the following:		
	Principles of Business Management or of Marketing	4
One advanced course	in the Department of Banking and Finance	4
		24

FIFTH YEAR:

Philosophy		8
Religion		4
Sociology	General Sociology	4
Business Law	The Law of Real Property and of Bailments, and the Law of Suretyship, of Bankruptcy, of Damages and of Evidence	4
One of the following:	Principles of Business Management or of Marketing	4
		24

SIXTH YEAR:

Philosophy		4
Economics	Economic Geography, and Introduction to Statistics	4
Accounting	Taxes	4
Two advanced courses	in the Department of Management, or of Marketing; or the introductory course and an advanced course in the Department of Insurance or Real Estate	8
		20
Total Semester Hours		140

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Outlines of Courses

Note: The University reserves the right to discontinue any course for which there is not a sufficient registration.

Division of Business Economics

ACCOUNTING

ACCOUNTING 1 - 2.—Bookkeeping. (4 points.)

Two hours a week. Two semesters. Beginning September and February.

This course is planned to meet the requirements of students with, and those without, a previous knowledge of the subject. The principles studied are demonstrated by means of laboratory work consisting of practice sets illustrating the books of the single proprietorship, the partnership and the corporation. The student is drilled sufficiently in analyzing and recording business transactions, posting, making closing adjustments, and preparing trial balances and simple statements to become familiar with the mechanics of account keeping.

N.B.—All students are required to take this course concurrently with, or prior to, ACCOUNTING 11 - 12.

ACCOUNTING 11-12.—Elements of Accounting. (4 points.)

Two hours a week. Two semesters. Beginning September and February.

This is an introductory course in the fundamental principles of accounting. It includes during the first semester the basic concepts, periodic adjustments, the work sheet, the balance sheet, and the statement of profit and loss. The second semester is devoted to the accounting phases of partnership organization, operation and dissolution, and an introduction to the accounts peculiar to the corporation. Ample problem material is provided.

ACCOUNTING 15 - 16.—Mathematics of Accounting and Finance. (4 points.)

Two hours a week. Two semesters. Beginning September.

This is a course in the various mathematical operations arising in the study and practice of accounting and finance which should be familiar to those engaged in these fields. It includes averages, ratio and proportion, progressions, simple and compound interest including annuities, sinking funds, bond valuations and amortization, logarithms, the slide rule, depreciation and depletion, foreign exchange, Building and Loan Association problems, etc.

ACCOUNTING 21 - 22.—Applied Theory of Accounts. (4 points.)

Two hours a week. Two semesters. Beginning September.

This is an advanced course in the theory of accounting and its application in practice. Numerous problems are introduced to illustrate the principles discussed. The scope of the course covers a detailed discussion of the various items making up the balance sheet and the statement of profit and loss, the treatment of branch accounts, preparation of consolidated statements, the statement of affairs, the deficiency account, the realization and liquidation account and the statement of realization and liquidation.

ACCOUNTING 23 - 24.—Intermediate Accounting Problems. (4 points.)

Two hours a week. Two semesters. Beginning September.

The application and further development of the principles studied in ACCOUNTING 11 - 12 and 21 - 22 in the solution of problems arising from typical business situations and of problems illustrating the accounting methods of selected special types of business. Emphasis is placed on the correct analysis and interpretation of the problem, the application of a systematic method of solution and the preparation of statements in a workmanlike manner.

ACCOUNTING 25 - 26.—Cost Accounting. (4 points.)

Two hours a week. Two semesters. Beginning September.

This is a course in the principles and practices of cost accounting. It includes a study of the cost accounting methods of typical manufacturing businesses, advanced phases of the theory and practice of cost finding, the use of cost accounting in non-manufacturing enterprises, and the managerial use of cost data. Ample laboratory material is provided, consisting of a set of factory accounts and adapted problems.

ACCOUNTING 33 - 34.—Auditing. (4 points.)

Two hours a week. Two semesters. Beginning September.

The fundamental principles of auditing and their application in practice. The first semester is devoted to a study of the theory underlying the principles of auditing. During the second semester the student is taken through a complete audit from the first interview with the client, and prepares, under the supervision of the instructor, a complete set of working papers and a report.

ACCOUNTING 37 - 38.—Advanced Accounting Problems. (4 points.)

Two hours a week. Two semesters. Beginning September.

This course consists of case studies in advanced accounting principles as applied to the solution of problems arising from complex business situations, to accounts peculiar to selected types of businesses, and to the preparation and form of special accounting statements. Problems selected from recent New York State Certified Public Accountant examinations and the examinations for admission to the American Institute of Accountants are discussed and solved in class.

ACCOUNTING 41 - 42.—Taxes. (4 points.)

Two hours a week. Two semesters. Beginning September.

This is a case study of the fundamental principles and practices of the Federal system of income taxation, including the Capital Stock Tax, and a survey of the New York State income and franchise tax laws. Ample case material is introduced to illustrate all of the important phases of the Federal income and related tax laws and the student is drilled in the preparation of tax returns.

ACCOUNTING 45 - 46.—Brokerage Accounting. (4 points.)

Not to be given in 1938-1939.

The accounts and accounting methods peculiar to the stock broker and the relevant principles and procedure of stock brokerage and stock exchange practice. The course includes also a brief survey of the program followed in the audit of the stock broker's records. Illustration of the procedure and practices is obtained by means of a set of stock broker's accounts which is kept by the student, under the direction of the instructor, and from which statements are prepared.

ACCOUNTING 51 - 52.—The History and Philosophy of Accounting. (4 points.)

Two hours a week. Two semesters. Beginning September.

The object of this course is to develop in the student a broad and comprehensive point of view relative to the development and the nature of accounts. The course includes a brief history of accounting, an advanced study and critical evaluation of the principles of accounting, and the development and present status of professional ethics as recognized by the profession. Published corporate reports and problems based on various types of businesses are used to illustrate the subject-matter.

ACCOUNTING 201 - 202.—Seminar in Accounting. (4 points.)

Two hours a week. Two semesters. Beginning September.

BANKING AND FINANCE

BANKING AND FINANCE 11 - 12.—Principles of Money and Banking. (4 points.)

Two hours a week. Two semesters. Beginning September.

A study of the theory and practice of money, credit and banking as integral parts of the financial system and of the general economic organization. The nature and functions of money and credit, the structure of the monetary and credit systems, their relation to banking, and the origin, development, structure, functions and operation of banking as an essential part of economic life are examined.

BANKING AND FINANCE 21 - 22.—Bank and Mercantile Credits. (4 points.)

Two hours a week. Two semesters. Beginning September.

The principles, practice and problems of short term credit extension. The important topics discussed include the uses of specific forms of credit, classes of credit, sources of credit information, analysis of financial statements, value of statements audited and certified to by Certified Public Accountants, credit ratios, collateral, additional credit safeguards, factors determining credit risks, collection methods and problems, the credit man, and associations of credit men.

BANKING AND FINANCE 23 - 24.—Commercial Banking. (4 points.)

Two hours a week. Two semesters. Beginning September.

An advanced and detailed study of commercial banking. This course deals with the administration, problems and policies of commercial banking institutions from the points of view of the stockholder, the bank executive, the customer and the general public. It presents a comprehensive and critical survey of the work of the commercial bank and the organization and operation of its several departments.

BANKING AND FINANCE 25.—Comparative Banking Systems. (2 points.)

Two hours a week. One semester. Beginning September.

A study of the credit and banking structures of the principal countries of the world. A comparison and contrast of the financial organization abroad and in the United States. This course includes a general survey of the origin and development, the types and problems and governmental control of the credit and banking structures of the principal European nations and of Canada and the United States. The relevant peculiarities of the economic, political and social organizations of foreign countries, as they affect banking, are analyzed to account for dissimilarities found in the banking structures studied.

BANKING AND FINANCE 27 - 28.—International Banking and Foreign Exchange. (4 points.)

Two hours a week. Two semesters. Beginning September.

A comprehensive study of the international banking structure. The first semester deals with the problems, methods and practices of financing foreign trade. The second semester includes a study of the theory of foreign exchange, rates, methods and practices, trading, arbitrage and the mechanics of the international money market. The course includes a discussion of international gold movements and prices, governmental restrictions, monetary standards and the balance of international payments.

BANKING AND FINANCE 29.—Investment Banking. (2 points.)

Two hours a week. One semester. Beginning February.

An advanced study of the work of the investment banker. The course includes a detailed exposition of the organization and operation of the in-

vestment bank and syndicates; an analysis of the needs of the different types of investors and investing institutions; and, a study of the capital markets and the relation of the exchanges to investment banking. Current governmental regulations receive special attention.

BANKING AND FINANCE 41 - 42.—Trust Management. (4 points.)

Two hours a week. Two semesters. Beginning September.

A comprehensive study of the management and control of trust funds both by individual and corporate trustees. The course presents in detail the organization and operation of trust departments of banks and trust companies. It covers the legal, investment and accounting phases of the trust department including the management of real and personal property trusts. (See also Business Law 24, 25, and 26, and Banking and Finance 73-74.) Attention is given to the duties of the individual fiduciary in the administration of estate and family properties.

BANKING AND FINANCE 61 - 62.—Principles of Private Finance. (4 points.)

Two hours a week. Two semesters. Beginning September and February.

This is a course in the fundamental principles of private finance. It includes the forms of business organization and the characteristics, advantages and disadvantages of each, types of corporate securities, promotion, marketing of corporate securities, internal operating control of the corporation, expansion, intercorporate relations, reorganization, and liquidation.

BANKING AND FINANCE 71 - 72.—Advanced Corporation Finance. (4 points.)

Two hours a week. Two semesters. Beginning September.

An advanced study of the principles and problems of corporation finance. Financial problems of corporations from the promotional stage through operations, reorganizations, consolidations and dissolutions are studied in detail. Current practices will be analyzed and critically evaluated by a study of recent corporate financial activities.

BANKING AND FINANCE 73 - 74.—Principles of Investment. (4 points.)

Two hours a week. Two semesters. Beginning September.

This is a general course in the principles of investment. The important topics presented include classes of investors, types of securities, tests of safety, marketability, protection in reorganizations, and sources of investment information. During the course the principles studied are applied to test the investment ratings of selected issues.

BANKING AND FINANCE 75 - 76.—Budgets. (4 points.)

Two hours a week. Two semesters. Beginning September.

The principle and practices of budgetary control. The course covers the construction of departmental budgets and master budgets for manufacturing, mercantile and financial organizations, and their correlation with the accounting records to effect adequate control. Case studies in the preparation of budgets to illustrate the lecture material are interspersed throughout the course.

BANKING AND FINANCE 77.—Security Markets. (2 points.)

Two hours a week. One semester. Beginning September.

Principles, practices and laws relative to the organization, operation and control of security markets. This course includes a study of the regulation and control of the promotion of companies including the issuance of securities and underwriting practices, the organization and operation of stock exchanges, and methods and practices of stock trading. Particular emphasis is placed on the operation of the New York Stock Exchange.

BANKING AND FINANCE 79.—Business Cycles. (2 points.)

Two hours a week. One semester. Beginning February.

A detailed study of the history, and an analysis of, business cycles, with special emphasis on the economic causes and effects. This course includes a study of the relationship between the business cycle and the individual business enterprise, and a critical consideration of the various business barometers and their use.

BANKING AND FINANCE 81 - 82.—Advanced Problems in the Financial Policies of Corporations. (4 points.)

Two hours a week. Two semesters. Beginning September.

A case study in advanced problems of the financial operation and control of corporations. Special attention is given to current financial operations and a critical evaluation made of the methods used from the point of view of the stockholder, management and the general public.

BANKING AND FINANCE 141 - 142.—Taxes. (4 points.)

Two hours a week. Two semesters. Beginning September.

For the description of this course, see ACCOUNTING 41 - 42.

BANKING AND FINANCE 201 - 202.—Seminar in Banking. (4 points.)

Two hours a week. Two semesters. Beginning September.

BANKING AND FINANCE 203 - 204.—Seminar in Finance. (4 points.)

Two hours a week. Two semesters. Beginning September.

BUSINESS LAW

BUSINESS LAW 11.—The Origin of Law and Its Development: The Law of Contracts. (2 points.)

Two hours a week. One semester. Beginning September and February.

This course begins with a survey of the origin and development of law and equity and their place in the business world. The discussion of the law of contracts includes the parties, disabilities that bar, offer and acceptance, consideration, legality, rights of third parties, operation, construction and discharge, remedies for a breach, contracts under seal, and the Statute of Frauds.

BUSINESS LAW 22.—Law of Agency, of Partnership and of Sales. (2 points.)

Two hours a week. One semester. Beginning February and June.

The agency contract, creation, source and scope of the agent's authority, liability of principal and agent to third parties and to each other, termination, and special forms of agency. The law of partnership deals with the formation of a partnership; the rights and duties of the partners *inter sese* and with respect to third parties; causes, grounds and effects of dissolution; special partnerships and the Uniform Partnership Law. The law of sales covers the various types of sales, the time when title passes where ascertained or unascertained goods are the subject of the sale; the effect of a voidable title; the rights and remedies arising from warranties or a breach thereof; negotiable documents of title, and the Uniform Sales Act.

BUSINESS LAW 23.—The Law of Corporations and of Negotiable Instruments. (2 points.)

Two hours a week. One semester. Beginning September.

The first part of the course includes the organization, operation and dissolution of corporations, contracts of promoters, corporate powers, *ultra vires* acts, rights, duties and liabilities of officers, directors, and stockholders, rights and duties of bondholders and other creditors, mergers and consolidations, reorganization and dissolution. This is followed by negotiable instruments, formal requisites of negotiability, the holder in due course and his rights against makers and indorsers, rights of indorsers and indorsees, presentation, indorsement, discharge, dishonor, defenses, particular instruments and the Uniform Negotiable Instruments Law.

BUSINESS LAW 24.—The Law of Insurance and of Decedent's Estates. (2 points.)

Two hours a week. One semester. Beginning February.

The principal topics discussed under insurance include essentials and interpretation of the contract, fire, life and marine insurance, insurable interest, representations, concealments, warranties, waivers and estoppel, the standard policy and proof of loss. The study of decedent's estates includes distribution under a will and through intestacy, the making of a will, revocation, probate, duties of executors, administrators and trustees and transfer tax proceedings.

BUSINESS LAW 25.—The Law of Real Property and of Bailments. (2 points.)

Two hours a week. One semester. Beginning September.

The important topics under real property are deeds, mortgages, easements and incumbrances, adverse possessions, fixtures, landlord and tenant, unusual leases, hold-overs, evictions, assignments, subletting, dispossess proceeding, brokerage claims, building contracts, mechanics' liens, and taxes and assessments. The definition and classification of bailments are followed by a study of the distinction between bailment and sale, the rights and obligations of bailor and bailee, the law of Warehousemen, and the rights and liabilities of innkeepers.

BUSINESS LAW 26.—The Law of Suretyship, of Bankruptcy, of Damages and of Evidence. (2 points.)

Two hours a week. One semester. Beginning February.

An examination of the law relative to the formation and operation of the contract of guaranty and surety, the obligation of the parties and their discharge. This is followed by a discussion of the Federal Bankruptcy Act, the distinction between insolvency and bankruptcy, the acts of bankruptcy, the rights and duties of trustees, receivers and referees, and the effect of bankruptcy. The law of damages pertains to the measure of damage applied in tort and in contract actions; the duty to minimize; and the effect of liquidated damage clauses. The course concludes with an outline of the sources and rules of evidence and their application.

BUSINESS WRITING

BUSINESS WRITING 11 - 12.—Essentials of Business Writing. (6 points.)

Three hours a week. Two semesters. Beginning September.

This course is designed to train the student in the written expression of his thoughts in forceful, clear and concise English and in conformity with the best business practice. The essential qualities of business writing are studied and applied to the various types of business letters and reports. Practice is provided in writing application, credit, sales, collection, and adjustment letters, making and answering inquiries, handling complaints, and preparing a report on an assigned topic.

ECONOMICS—GENERAL

ECONOMICS 11 - 12.—Principles of Political Economy. (6 points.)

Three hours a week. Two semesters. Beginning September and February.

Nature and scope of Economics. Brief survey showing the development of the present system. Elementary concepts. Production, productive factors,

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business organization, combination and monopoly. Consumption. Exchange, principles of value, price determination under competitive and non-competitive conditions. Principles of money and credit. Banking system of the United States. Price fluctuations and business cycles. International trade, foreign exchange and protection. Distribution, functional and personal. Problems of industry, labor, and government control. Public finance.

ECONOMICS 15 - 16.—Economic History. (4 points.)

Two hours a week. Two semesters. Beginning September.

This course traces the economic development of Western Europe and the United States. The first semester includes a study of the five stages of economic development, a brief survey of the economic conditions in ancient Greece and Rome and a more extended discussion of ancient, mediæval and modern Britain. The American economic development is discussed in the second semester.

ECONOMICS 17.—Economic Geography. (2 points.)

Two hours a week. One semester. Beginning September.

A survey of the economic aspects of geography. This course deals with the phenomena of land, water, climate, soil and natural resources of the earth as significant factors in the economic development of peoples. It provides the basis for an understanding of the geographic influence on the localization of the different types of economic activities, on the distribution of populations, and on international trade and world trade routes.

ECONOMICS 19.—Introduction to Statistics. (2 points.)

Two hours a week. One semester. Beginning September.

The elements of statistics as applied to business and economic data. This course includes practice in the use of quantitative methods of measurement of business and economic phenomena and aims to develop a critical judgment with regard to statistical work.

Prerequisite: ACCOUNTING 15 - 16.

INSURANCE

INSURANCE 11 - 12.—Principles of Insurance. (4 points.)

Two hours a week. Two semesters. Beginning September.

A general introduction to the field of insurance from a study of risks and probabilities to a survey of the need for, and the characteristics of, the principal types of insurance. This course is designed for both general students of business and for those who plan further study in the field of insurance. It includes a brief history of insurance, a study of its underlying principles and practices, and its position and value from the point of view of its economic and social service.

INSURANCE 21 - 22.—Brokerage. (4 points.)

Two hours a week. Two semesters. Beginning September.

A comprehensive survey of the activities of security, commodity, real estate and insurance brokers. The course includes a critical analysis of the economic and social justification of the work of the broker in the light of the service rendered, and a study of the important practices and problems of brokerage. Attention is given to the relation of brokerage to the speculative system, the financial structure, and governmental regulation.

INSURANCE 23 - 24.—Life Insurance. (4 points.)

Two hours a week. Two semesters. Beginning September.

A comprehensive study of the life insurance structure and the work of the life underwriter. This course is designed to prepare the student for a career in the field of life insurance service and selling, and to assist those now engaged in that field. It includes a detailed study of the subject from the points of view of the life insurance company, the broker and the buyer of insurance.

It covers the subject matter of parts 1 and 2 of the Chartered Life Underwriter examination.

INSURANCE 25 - 26.—Fire, Marine, Fidelity, Surety, Title and Credit Insurance. (4 points.)

Two hours a week. Two semesters. Beginning September.

A comprehensive survey of the principles and important practices and problems of fire, marine, fidelity, surety, title and credit insurance and insurers. Relative to each of these forms of property insurance, the course presents a detailed study of the nature, organization and operation of the different types of insurers, construction of rate structures, practices, problems, services, loss adjustments, reinsurance, policy provisions and interpretations, special agreements, and brokerage organization and operation.

INSURANCE 27 - 28.—Compensation and Casualty Insurance. (4 points.)

Two hours a week. Two semesters. Beginning September.

A detailed study of compensation and casualty insurance. The important types of insurance covered include workmen's compensation; employers; automobile and general liability; steam boiler; burglary, robbery and theft; plate glass; credit; accident and health. Types of insurers, principles of rate making, state regulation and compulsory insurance receive special attention.

INSURANCE 29 - 30.—Actuarial Science. (4 points.)

Two hours a week. Two semesters. Beginning September.

An introduction to actuarial science as applied to life insurance calculations. The course presents a comprehensive study of the fundamentals of

life insurance calculations. During the course the student receives practice in the construction of tables, the development and use of formulae and their use as applied to current problems.

Prerequisite: ACCOUNTING 15 - 16 or the equivalent.

INSURANCE 91.—C. L. U. Review A.

Two hours a week. Eleven weeks.

This is a review designed for candidates preparing for the Chartered Life Underwriter examination, parts one and two. It includes the economics of life insurance, life insurance principles and practices, and the principles and psychology of life insurance salesmanship. It is open only to students who have completed INSURANCE 11 - 12, 21 - 22 and 23 - 24 or the equivalent.

INSURANCE 92.—C. L. U. Review B.

Two hours a week. Eleven weeks.

General educational review including economic problems, government and sociology. Designed for students planning to take part three of the Chartered Life Underwriter examination. Special attention is given to the several factors essential to the writing of good English. Open only to students who have completed the courses in the subjects covered or the equivalent.

INSURANCE 93.—C. L. U. Review C.

Two hours a week. Ten weeks.

This course reviews the subject matter of, and prepares students for, part four of the Chartered Life Underwriter examination. The principal topics covered are commercial law; wills, trusts and estates; and taxation. Open only to students who have completed courses in the respective fields covered or the equivalent.

INSURANCE 94.—C. L. U. Review D.

Two hours a week. Ten weeks.

A review of corporation finance, banking and credit, and investments. Designed for candidates preparing for part five of the Chartered Life Underwriter examination. This course is open only to students who have completed courses in the subject matter covered, or the equivalent.

INSURANCE 124.—The Law of Insurance, and of Decedent's Estates. (2 points.)

Two hours a week. One semester. Beginning February.

For the description of this course see BUSINESS LAW 24.

INSURANCE 201 - 202.—Seminar in Insurance. (4 points.)

Two hours a week. Two semesters. Beginning September.

MANAGEMENT

MANAGEMENT 11 - 12.—Principles of Business Management. (4 points.)

Two hours a week. Two semesters. Beginning September.

A study of the essentials of business management. Types of business activity, selection of a location, departmentization, types of organization for management, control of equipment and materials, office organization, control of labor, and co-operative activities as aids to management are among the important topics discussed. Numerous cases illustrating the principles studied are presented for discussion and solution.

MANAGEMENT 21 - 22.—Office Management. (4 points.)

Two hours a week. Two semesters. Beginning September.

A comprehensive study of the principles and practices of office management. This course presents the methods employed in the organization, operation and control of business office activities. It includes recruiting, selecting and training office personnel, salaries, standardization, the use of labor saving appliances and other office equipment, principles of effective arrangement, departmentization and methods of measuring office output.

MANAGEMENT 23 - 24.—Industrial Management. (4 points.)

Two hours a week. Two semesters. Beginning September.

An analysis of the principles, problems and practices of the management of industrial organizations. This course treats of the organization and management of the manufacturing process. In includes factory departmentization; control of materials, labor, supplies, tools and equipment; scheduling, and control of production; factory layouts; time studies; and wage systems. Cases are presented to illustrate the principles studied.

MANAGEMENT 25.—Personnel Management. (2 points.)

Two hours a week. One semester. Beginning September.

A comprehensive survey of the principles, problems and practices of personnel management. The course will consider recruiting, selecting, grading and training employees, labor—management relationships, welfare services, labor organizations, wage systems, incentives and pension systems. Special attention will be given to Social Security laws and the significance of federal and state labor relations control legislation.

MANAGEMENT 27 - 28.—Purchasing. (4 points.)

Two hours a week. Two semesters. Beginning September.

A comprehensive study of purchasing and the work of the purchasing department. This course covers the organization and operation of the purchasing department, the internal mechanics of purchasing, sources of supply, market information, sources of specification, legal phases of purchasing and purchasing budgets. Attention is given to the important qualifications required of the purchasing agent, and the common practices in both domestic and foreign buying.

MANAGEMENT 29.—Public Relations. (2 points.)

Two hours a week. One semester. Beginning February.

The principles underlying the establishment and maintenance of satisfactory relations between the business organization and the general public and government. This course is designed to give the student a sound grounding in the formation and operation of successful policies of public relationships. It covers problems incident to employer—employee relationships, customer relations and relations with the public in general.

MANAGEMENT 31.—Psychology of Business Management. (2 points.)

Two hours a week. One semester.

The application of basic principles of psychology as applied to the several fields of business activity. The course aims to develop the ability in the student to deal successfully with people individually and collectively.

MANAGEMENT 125 - 126.—Cost Accounting. (4 points.)

Two hours a week. Two semesters. Beginning September.

For the description of this course, see ACCOUNTING 25 - 26.

MANAGEMENT 141 - 142.—Taxes. (4 points.)

Two hours a week. Two semesters. Beginning September.

For the description of this course, see ACCOUNTING 41 - 42.

MANAGEMENT 201 - 202.—Seminar in Management. (4 points.)

Two hours a week. Two semesters. Beginning September.

MARKETING

MARKETING 11 - 12.—Principles of Marketing. (4 points.)

Two hours a week. Two semesters. Beginning September.

This course comprises a study of the general principles and methods of marketing as applied to the domestic trade of the United States. It includes a discussion of the relation of domestic commerce and the other major business activities, marketing functions, agencies, policies, campaigns, research, and methods and practices in marketing selected commodities.

MARKETING 21 - 22.—Trade Associations. (4 points.)

Two hours a week. Two semesters. Beginning September.

This course presents a study of the historical development, economic significance, types, structure, operation and legal aspects of trade associations in the United States and Europe.

MARKETING 23 - 24.—Principles of Foreign Trade. (4 points.)

Two hours a week. Two semesters. Beginning September.

A study of the principles, and practices of foreign trade and a survey of the historical background of the international commerce of the United States. Commodities of international trade, location and development of foreign markets, government aids, tariffs, financial settlements, foreign credits, ocean transportation and the mechanics of import and export trade are among the principal topics presented.

MARKETING 25 - 26.—Principles of Advertising. (4 points.)

Two hours a week. Two semesters. Beginning September.

This is a general course in the principles and practice of advertising. Important topics presented include economic significance of advertising, types, ethics, preparation of copy, layouts, illustration, typography, advertising media, advertising organizations, and advertising research. Current advertisements are selected for study and criticism. The student receives practice in preparing copy, planning campaigns and visits advertising organizations.

MARKETING 27 - 28. Transportation. (4 points.)

Two hours a week. Two semesters. Beginning September.

The principles and practices of transportation. This course aims to give an adequate grounding in railroad, motor bus, airplane, steamship and ocean transportation from the point of view of the users of these facilities. It includes a brief history of the development of the American Transportation system, an analysis of the different types of transportation services, freight classification, rate structures, mechanics of shipping, governmental regulations and a survey of the principal transportation systems and trade routes of the world.

MARKETING 29 - 30.—Salesmanship and Sales Management. (4 points.)

Two hours a week. Two semesters. Beginning September.

A detailed study of the underlying principles of selling and their application in practice. Important topics covered in this course include preparation of the sales talk, the interview, meeting objections, the selling process, the qualifications and duties of the sales manager, training and selecting salesmen, selling methods, equipment, territory distribution, compensation, quotas, conferences and reports.

MARKETING 31 - 32.—Psychology of Advertising and Selling. (4 points.)

Two hours a week. Two semesters. Beginning September.

An analysis of the psychological principles that underlie advertising and selling. The first semester is devoted to the psychology of advertising and the second semester to the psychology of selling.

MARKETING 61 - 62.—Retailing and Retail Store Operation and Management. (4 points.)

Two hours a week. Two semesters. Beginning September.

A comprehensive study of retailing and of the operation and management of the retail store. This course includes an analysis of retailing as part of the general economic organization from the points of view of both retailer and consumer. It includes control of operating expense, budgetary control, wage methods, selling costs, the work of the receiving and service departments, adjustments, credit, operation of work rooms, and purchase of supplies.

MARKETING 71 - 72.—Fabrics. (4 points.)

Two hours a week. Two semesters. Beginning September.

A comprehensive study of the various types of fabric used in wearing apparel and home furnishings. The course presents the important data relative to the nature, durability, fashionableness, distinctiveness, and price of different materials. It includes consideration of the appropriateness of different types of fabrics, colors and design for use in women's apparel and accessories, men's wear, piece goods and home furnishings.

MARKETING 73 - 74.—Retail Buying and Merchandise Control. (4 points.)

Two hours a week. Two semesters. Beginning September.

A detailed study of the work of the retail buyer and the control of merchandise. This course aims to develop the principles of successful merchandising. It includes such topics as the selection of the market, where, how, when and what to buy, types of merchandise control, determination of normal stock requirements, re-order quantities and buying plans, with special emphasis on the use of a statistical technique.

MARKETING 75.—Color, Line, Design and Style in Retailing. (2 points.)

Two hours a week. Two semesters. Beginning September.

An advanced study of the factors of color, line, design and style in retailing. This course presents the principles and the application of these important factors in retailing. Important topics include good taste, judgment and discrimination in the use of color and design.

MARKETING 77.—Retail Salesmanship. (2 points.)

Two hours a week. One semester. Beginning February.

The principles of salesmanship as applied to retail distribution. This course presents the subject from the point of view of the management, the customer, and the salesperson. It includes a discussion of such topics as methods of improving sales personality, selling techniques, psychology of retail selling, overcoming customer resistance and stimulating the sales action.

MARKETING 79.—Mathematics of Retailing. (2 points.)

Two hours a week. One semester. Beginning September.

The fundamental mathematical processes used in the administration and control of retail stores. The course includes a study of pricing, mark-ups and mark-downs, calculation of profits, inventory valuations, and merchandise turnover. Attention is given to the mathematical phases of budgetary control of sales, purchases, expenses and stock.

MARKETING 81.—Retail Store Advertising. (2 points.)

Two hours a week. One semester. Beginning February.

The principles of advertising as applied to retail distribution. This course aims to develop the general principles of advertising to the peculiar needs of the retail store. It covers the organization and procedures of the advertising department, the use and evaluation of the several types of advertising media employed, preparation of copy, display, layouts, illustrations, advertising budgets and advertising plans and campaigns.

MARKETING 91.—Retail Merchandising and Buying. (2 points.)

Two hours a week. One semester. Beginning September.

An intensive course dealing with the mathematics of merchandising and the buyer and his work. Designed primarily for those now engaged in the retail merchandising field. The first part of the course is devoted to such subjects as the mathematics of pricing, mark-ups and mark-downs, calculating of profits, inventory valuation, merchandise turnover, planned sales and stock plans. During the second part it includes the general market, where, how, what, how much, and when to buy.

This course is open only to students who have completed Marketing 61 - 62, 73 - 74 and 79, or the equivalent in experience in the opinion of the instructor. Credit towards the degree will not be given for this course and any one or more of the courses enumerated above.

MARKETING 201 - 202.—Seminar in Marketing. (4 points.)

Two hours a week. Two semesters. Beginning September.

MARKETING 203 - 204.—Seminar in Retail Distribution. (4 points.)

Two hours a week. Two semesters. Beginning September.

REAL ESTATE

REAL ESTATE 11 - 12.—Real Estate Principles and Practices. (4 points.)

Two hours a week. Two semesters. Beginning September.

A comprehensive introduction to the fundamental principles and important practices of real estate. The program for this course provides for

THE SPEECH CLINIC

For the Development and Use of the Speaking Voice

special lectures by prominent men in the field of real estate and a correlation and development of the subject matter of the respective lectures by the instructor. The real estate salesman's and broker's license law and the subject matter of the examinations receive adequate consideration.

REAL ESTATE 21 - 22.—Valuations and Appraisals. (4 points).

Two hours a week. Two semesters. Beginning September.

An advanced course in the principles underlying the valuation and appraisal of real property. This course includes a study and critical evaluation of methods of valuation and appraisal in use. Ample case material is introduced to illustrate the lectures.

REAL ESTATE 23 - 24.—Real Estate Marketing and Brokerage. (4 points.)

Two hours a week. Two semesters. Beginning September.

A comprehensive presentation of the principles of real estate marketing and brokerage. This course presents a detailed study of the organization and operation of a real estate brokerage office. It includes real estate salesmanship, private and public sales, real estate advertising, use of different methods according to types of buyers and properties, prepossessing, and remodeling and developing of real properties.

REAL ESTATE 25 - 26.—Real Estate Management. (4 points.)

Two hours a week. Two semesters. Beginning September.

The fundamental principles underlying the management of real property. This course is designed to give the student a comprehensive knowledge of sound policies and practices in the management of business and residential property. It includes a study of equipment, inspection practices, storage of supplies, maintenance and repairs, rental policies and surveys, lease provisions, vacancies, office procedure and records, tenant relationships and a survey of the municipal ordinances dealing with the operation of real estate.

REAL ESTATE 27 - 28.—Real Estate Financing and Investments. (4 points.)

Two hours a week. Two semesters. Beginning September.

An advanced study of the real estate security aspects of private and corporate finance and investment, presenting a detailed study of the principles and practices in financing real property. It includes types of lending institutions, mortgage bonds, liens, leasehold and development financing, co-operative ownership, building loans, and home financing from the point of view of both the lender and the borrower. Attention is given to re-organization, lending and borrowing policies on real estate security and the operation and practices of governmental financing agencies.

REAL ESTATE 201 - 202.—Seminar in Real Estate. (4 points.)

Two hours a week. Two semesters. Beginning September.

Prerequisites—Business Economics Courses

In the division of Business Economics, the course numbers generally may be used to indicate the prerequisites required for individual courses. The plan of numbering is as follows:

Introductory courses, numbers 1-19 and 61-69.
Intermediate and advanced courses, numbers 21-59 and 71-99.
Courses listed from other departments, numbers 101-199.
Seminar courses, numbers 201-299.

Introductory courses must be completed before a student may register for an intermediate course or advanced course. In the Departments of Banking and Finance, Insurance, Management, Marketing and Real Estate, ECONOMICS 11 - 12 must be taken concurrently with, or prior to, the introductory courses in the respective Departments. In the Department of Marketing, MARKETING 61 - 62, although the introductory course in Retailing is not required as a prerequisite to the courses listed prior thereto. In the Department of Accounting, prerequisites are as follows:

ACCOUNTING 21 - 22, 23 - 24, 25 - 26, 41 - 42 and 45 - 46 require as prerequisites ACCOUNTING 1 - 2, 11 - 12 and 15 - 16.

ACCOUNTING 33 - 34 and 37 - 38 require as prerequisites the courses listed prior thereto and ACCOUNTING 41 - 42.

ACCOUNTING 51 - 52 requires as prerequisites the courses listed prior thereto with the exception of ACCOUNTING 45 - 46.

Exceptions to the prerequisite requirements described herein may be made only upon the written permission of the Vice Dean in charge of Business Economics.

Division of Liberal Arts Studies

ENGLISH

English I Three Hours a Week First Semester

College Composition.—Intensive study of, and frequent practice in writing based upon a consideration of diction, sentence structure, and paragraph development. The principles of advanced forms of exposition, narration and description will be employed as bases for exercises in writing.

English II Three Hours a Week Second Semester

Rhetoric and Oratorical Composition.—The purpose of this course is to establish sound principles of argumentation and persuasion, and through the study of oratorical masterpieces to create in the student a mode of expression that is clear, forceful and interesting. To insure constant practice, weekly written assignments are required.

English III-IV Three Hours a Week Both Semesters

History of English Literature.—A comprehensive survey of English literature from its Celtic and Anglo-Saxon beginnings to and including the Victorian School of writing. Attention to the social and historical backgrounds of the principal literary movements in England, and to the outstanding men of letters and their influence. Additional study of the prose forms in the first semester, and of the principles and types of poetry in the second semester. Weekly compositions; required reading outside class.

English V-VI Three Hours a Week Both Semesters

Business Writing.—For the description of this course, see BUSINESS WRITING 11 - 12.

GOVERNMENT

Government I-II Two Hours a Week Both Semesters

American Government.—Introductory treatment of government in general; schools of thought, forms of government. The National Government, its characteristics and powers. The position of the States. The citizen and his rights. The instrumentalities of public control; parties, popular opinion, and elections. The National Government: President, Administration, Civil Service, Congress, the Courts, Territories and Dependencies. The State: Constitution, Executive, Legislature, Judiciary. Local Government: County, City and its Charter.

HISTORY

History I-II **Two Hours a Week** **Both Semesters**

American History.—The United States to 1865. The aftermath of the Revolution and the forces making for a Constitution. The Revolution of 1800. The Revolution of 1828. The development of the American mind. Slavery and the great Compromise. Secession and the Civil War.

LANGUAGES

College Latin I **Three Hours a Week** **First Semester**

Latin.—Cicero, *Pro Archia* and *Pro Lege Manilia*: Translation; literary appreciation of the prose style of the classical period. Politico-historical background. Cicero as compared to Demosthenes and other Greek orators: to modern orators. Rhetorical analysis.

College Latin II **Three Hours a Week** **Second Semester**

Latin.—Horace: selected *Odes* and *Epistles*. Latin prosody and the poetic idiom. Domestic and social life in Rome as depicted by Horace.

College Spanish I-II **Three Hours a Week** **Both Semesters**

Spanish.—This course comprises: (1) Reading from the works of the representative writers of the Nineteenth Century with attention given to the character of their style and the influence they exercised on Spanish literature. (2) Conversation and compositions, the aim of which is to teach the student to speak and write idiomatic Spanish. (3) Dictation and sight translation of Spanish correspondence intended to acquaint the student with commercial formulas.

College French I-II **Three Hours a Week** **Both Semesters**

French.—Comprehensive review of French grammar rules with application of the rules. Formation of vocabulary through rapid reading of short stories. Reading of one modern play in verse, with a study of French versification. An introduction to the history of French literature from the Middle Ages to the French Revolution.

PHILOSOPHY

Philosophy I

Logic.—Definition of Philosophy. Meaning and Field of Logic. The Idea Judgment. Reasoning. Definition and Division. Argumentation. Method Science.

Philosophy II

Epistemology.—States of mind in regard to truth: Logical, Ontological and Moral truth; the aptitude of the mind for obtaining truth; certitude and its object; kinds of certitude. Skepticism, Cartesianism, Idealism, Materialism refuted. The judgment and logical truth; the criteria of truth; the validity of inductive and deductive reasoning; human testimony in relation to certitude

Philosophy III

Ontology.—Definition of Ontology. Notion of Being. Essence and Existence. The Possibles. Attributes of Being. Substance. Accidents. Special Treatment of Causality.

Philosophy IV

General Ethics.—The postulates and definition of ethics; its material and formal objects; ultimate ends of man, absolute and relative; moral goodness; norms and specific determinants of morality; merit. Law: Classification and attributes; natural and positive law; the moral obligation of civil law; its relation to the natural law. Conscience. Subjective right; natural rights; subject, title, matter of right; coactivity; duty; conflict of rights.

Philosophy V

Individual and Social Ethics.—Duties of natural religion. Rights to moral, intellectual and bodily integrity; acts in violation thereof. Property rights; rights of Labor. Society and social authority. Domestic society; origin, nature, primary and secondary purposes; essential properties. Birth control, divorce, polygamy. Civil society: ends and origin; source of civil authority. Relative rights and duties of domestic, civil and religious societies in regard to the education of children.

Philosophy VI

Fundamental Psychology.—Organic Life. The Hylomorphism of Organic Life. The Origin of Plant Life. Mental Life. The Organic Basis of Consciousness. Reflex Activity. Sensation. External and Internal Senses. Emotions. The Philosophy of Sensory Life. The Origin of Animal Life.

Philosophy VII

Rational Psychology.—Cognitive functions; the intellect; its relation to matter; the origin of ideas. The will; freedom of choice; Determinism: various forms, ancient and modern. The human soul: substantiality, simplicity, spirituality, immortality and perpetuity. Union of soul and body. Origin of the human soul. Origin of species: transformism and fixism, absolute and modified forms of each.

Philosophy VIII

Cosmology.—The Universe in General. The Common Properties of Bodies. The Specific Properties of Bodies. The Essential Composition of Bodies.

Philosophy IX

Natural Theology.—The existence of God. Possibility of demonstrating God's existence. Various proofs: the cosmological argument, the teleological argument, the argument from the common consent of mankind. The nature and attributes of God. The Divine Intellect; the Divine Will. Creation; its purpose and its relation to the immutability of God. The freedom of God in creation.

POLITICAL ECONOMY

Political Economy I-II Three Hours a Week. Both Semesters

Principles of Political Economy.—For the description of this course, see ECONOMICS 11 - 12.

RELIGION

Religion I

Religion.—The love of God in daily conduct and in worship. Love of neighbor through charity and justice. Personal, social and civic charity. Justice and the commandments. Right to life, and modern American conditions. Marriage as the builder of childhood and adulthood. Purity. Social justice. Truthfulness. The moral law and the Catholic ideal. The formation of Catholic character.

Religion II

Religion.—The Dogmas of the Church; the religious educational function of Dogma. Study of the whole of Catholic doctrinal teaching with illustrations evidencing the fact that Dogmas furnish a motive power, a driving force, a dynamic motivation which impels us to live up faithfully to the Catholic ideal of life.

Religion III

Religion.—The eternal ideal of the Church as it is effected through the governing, teaching and sanctifying functions of the Church. The evidences for the Church's power. Structure and organization of the Church. Her relations to society. Christ her Founder. Sources of His Life. Life of Christ, human and divine. Christ in His Church. The Mystical Body of Christ.

Religion IV

Religion.—The realization of Catholicism in life's major phases. The basis of Catholicism in Divine Faith. The supernatural life. Christian motivation of conduct. The spiritual life; Catholic teachings on marriage; choice of life mate; qualifications; engagement; married life; child training. Catholic teachings on sex. Civic, business, professional and parochial responsibilities. The Holy Sacrifice of the Mass.

SOCIOLOGY

Sociology I-II Two Hours a Week Both Semesters

General Sociology.—For students beginning the study of sociology, dealing with cultural, economic and political systems, associations and institutions, the social and cultural heritage, heredity and environment, life and environment, social codes and fundamental processes of social interaction. The natural societies and their special problems, social change and social control, false conceptions of society and strange political creeds will be discussed in the light of the principles embodied in the Encyclicals.

SPEECH

Speech One Hour a Week Both Semesters

Speech.—Fundamental Course. The student is introduced to the field of Speech by a series of cumulative projects. The projects are divided into four sections dealing with the nature of language, vocal problems of the students, public speaking, and conference techniques. Special attention is paid to business speech situations throughout.

Candidates for the Certified Public Accountant Certificate

Candidates for the Certified Public Accountant license should communicate with the State Education Department of the State in which they intend to become candidates.

Attention is invited to the fact that candidates who apply for admission to the examination in the State of New York are required to present evidence of the successful completion of a four year course registered with the Department in addition to the other prescribed requirements. The course described herein, leading to the degree of Bachelor of Science with a major in Accounting is fully registered with the State Education Department and is acceptable as fulfilling this provision of the law.

Special Students

The conditions under which special students are admitted are stated on page 9, paragraph 4, under the heading "The School of Business."

Courses must not be taken out of the sequence of prerequisites, as listed in the catalogue, without the written permission of the University authorities. Such permission will be granted only to those students who, by virtue of exceptional business experience, can carry on the work of an advanced class.

Registration of special students takes place in Room 750, from 5 P. M. to 7 P. M., on the following days:

First Semester—September 16, 19, 20 and 22.
Second Semester—January 27, 30, February 2 and 3.

Before registering, the catalogue should be consulted carefully in order to determine the exact courses to be taken.

When registering, the "Special Business" registration card, provided in Room 750, should be filled out completely and then deposited with the School officer in charge of registration.

The time schedule and classroom assignment for special student courses are posted on the Student's Bulletin Board.

The payment of all fees should be made to the Bursar, Room 740, before the first regularly scheduled class.

If it is necessary, for a serious and acceptable reason, to make a partial change in program, either by adding another course to the program or dropping a course from the program, a "Change of Course Card" must be filled out and approved by the office.

If a special student wishes to withdraw completely from the School of Business he is expected to conform to the regulations regarding withdrawal as listed on page 22 of this catalogue.

Organizations

The Sodality of Our Lady

The purpose of the Sodality of Our Lady is to develop within the individual lives of its select membership a special fervor of Catholic life. This is accomplished through devotion to the Mother of God and to her Son. It aims at the fullness of Catholic life, striving to cultivate the interior life after the fashion of Christ and His Mother, and uniting Catholic virtue with Catholic action. Regular weekly meetings, following a definite and systematic program of spiritual and temporal action, are held in the Sodality Hall. Seminars on important timely topics are conducted; occasional meetings are held in Saint Peter's Chapel on Barclay Street.

Faculty Moderator: Rev. Joseph A. Koonz, S.T.B., M.A.

Sodality of the Immaculate Conception

(For students of the Morning Session)

Officers 1937-1938

Prefect . . . . . R. Blake McCune, '38
First Vice-Prefect . . . . . John M. Regan, '38
Second Vice-Prefect . . . . . John Purchio, '38
Secretary . . . . . Arthur Fiore, '38
Treasurer . . . . . Charles Rich, '39
Sacristan . . . . . Robert Loftus, '38

Sodality of Our Lady of the Blessed Sacrament
(For students of the Evening Session)

Officers 1937-1938

Prefect . . . . . Joseph F. O'Neill, '38
First Vice-Prefect . . . . . Charles E. Gebus, '38
Second Vice-Prefect . . . . . Wilbur Schneider, '38
Secretary . . . . . Carroll X. Lovering, '38
Treasurer . . . . . John Hogan, '40
Sacristan . . . . . James Lobb, '43

The Annual Retreat

During the latter part of October of each year classes are suspended for three days, during which time a Father of the Society of Jesus conducts the Students' Retreat in Saint Peter's Chapel, Barclay Street. The exercises for the morning session take place between 9.00 a. m. and 12.30 p. m. and for the evening session between 6.05 p. m. and 9.35 p. m.

The Student Council

The Student Council is composed of the presidents of the classes of Fordham College, Manhattan Division, and the School of Business. The Council serves as a medium of contact and information among the students, and uses its influences for the fostering of activities, for the general welfare of existing academies and clubs, and for the encouragement of efforts to form new ones. It is also the purpose of the Council to promote school spirit, and to give in its meetings an opportunity for the representatives of the several classes to express the views of their classmen on matters affecting the interests of the students.

Faculty Moderator: Patrick J. Downing, Ph.D.

Officers 1937-1938

President . . . . . John Regan, '38
Vice-President . . . . . Carroll X. Lovering, '38
Secretary . . . . . Thomas Welch, '39
Treasurer . . . . . John Hogan, '40

Members, 1937-1938

Fred Boettner, Jr.
Leonard Bonner
Joseph Cataldo
Frank Clendenen
James Cuff
Earl Lee
John Hogan
Michael Hume
Timothy Hynes
Dumont Kenny
Carroll X. Lovering
Patrick McDonough
James McGovern
Albert McNamee
Thomas Mahan
John Morris
Charles E. Murphy
Martin Murphy
George Nolting
Peter O'Regan
John W. O'Shea
John M. Regan
Charles Rich
Thomas Welch

Honor Society

Phi Beta Sigma, the honor society of the School of Business was organized in 1937 in order to encourage and reward high scholastic attainment.

Membership is open to students ranking in the highest two per cent of the Junior class, and the highest ten per cent of the Senior class provided such students have attained, during their entire course, a general average of at least 85 per cent.

Business Clubs

The purpose of the Business Clubs is to stimulate and foster an interest in business affairs and practices.

The Loyola Business Club was organized in 1933 for the students of the morning session.

The O'Mailia Business Club was organized in 1937 for students of the evening session.

Membership to these clubs is open to all full-time students in the respective sessions of the School of Business. At the regular meetings, which are held bi-weekly, papers on topics of current interest are read by members, after which the subjects are discussed informally in open meeting.

From time to time guest speakers, prominent in various fields of business activity, address the club either on the operation and functions of the institutions in their respective fields or upon some problem of current interest to business. The addresses and discussions are supplemented by visits to business institutions for observation and study.

The Loyola Business Club

Faculty Moderator: THOMAS J. LANHEADY, B.C.S.

OFFICERS 1937-1938

President . . . . . ARTHUR D. FIORE, '38
Vice-President . . . . . R. BLAKE MCCUNE, '38
Secretary . . . . . CHARLES RICH, '39
Asst. Secretary . . . . . MARTIN KLINGELE, '40
Treasurer . . . . . FRANK CADIGAN, '39
Senior Representative . . . . . WARREN METZ, '38

The O'Mailia Business Club

Faculty Moderator: THOMAS J. LANHEADY, B.C.S.

OFFICERS 1937-1938

President . . . . . CHARLES O'LEARY, '38
Vice-President . . . . . GEORGE GOUCK, '39
Secretary . . . . . JOHN LARKIN, '40
Treasurer . . . . . THOMAS CONNELL, '41

The Mulry Council of Debate

The Mulry Council of Debate, an organization composed of students drawn from the Senior, Junior and Sophomore classes, meets weekly for the purpose of engaging in forensic discussion of current problems. It aims to familiarize the student with the practical workings of Parlimentary Law and to cultivate an ease and readiness in public discussion.

To engender interest, intercollegiate debates are arranged with institutions in the metropolitan area and a prize debate is held at the close of the school year.

Faculty Moderator: RAYMOND F. O'BRIEN, M.A., LL.B.

OFFICERS 1937-1938

President . . . . . JOHN PURCHIO, '38
Vice-President . . . . . MARTIN MURPHY, '39
Secretary and Treasurer . . . . . CHARLES RICH, '39
Chairman, Contest Committee . . RAYMOND VALENTI, '38

The Terence J. Shealy, S.J., Debating Society

This Society was organized to afford the upper classmen of the evening session the opportunity of perfecting themselves in the art of public discussion. Formal debates on questions of the day are presented weekly.

Faculty Moderator: FRANCIS X. HAMILTON, B.A., Ph.L.

OFFICERS 1937-1938

President . . . . . THOMAS STARR, '38
Vice-President . . . . . MARK WALSH, '38
Secretary . . . . . WARREN MURRAY, '38
Treasurer . . . . . ALBERT SZABO, '39

The Augustus J. Thebaud, S.J., Debating Society and the John Henry Cardinal Newman Debating Society

The Augustus J. Thebaud, S.J., Debating Society is comprised of students of Freshman and Sophomore evening classes.

The John Henry Cardinal Newman Debating Society is comprised of students of the Freshman and Sophomore classes, morning session.

The purpose and activities of both societies are identical: to accustom the members, by means of literary discussion and formal debates, to speak with fluency and ease and to afford them an opportunity of acquiring a knowledge of useful and timely subjects. Together with this, experience is gained in parliamentary procedure and order, and in the art of formal debate.

THE JOHN HENRY CARDINAL NEWMAN DEBATING SOCIETY

Faculty Moderator: GEORGE ALLINGHAM, B.A.

OFFICERS 1937-1938

President . . . . . LEONARD BONNER, '40
Vice-President . . . . . JOHN FLYNN, '41
Secretary . . . . . ALFONSE NAPOLI, '41
Treasurer . . . . . DOMINICK LAROCCA, '40

THE AUGUSTUS J. THEBAUD, S.J., DEBATING SOCIETY

Faculty Moderator: DAVID P. POWERS, M.A.

OFFICERS 1937-1938

President . . . . . JOHN MCAULIFFE, '41
Vice-President . . . . . RAYMOND CONCANNON, '40
Secretary . . . . . CHARLES SCHRAMM, '40
Treasurer . . . . . DUMONT KENNY, '40

The "Fordham Friars"

The "Fordham Friars" is the dramatic organization of Fordham College, Manhattan Division, and the School of Business. It is devoted to the encouragement and promotion of drama in all of its phases and aims to develop both general appreciation and individual skill in the various fields of play production. A full schedule of one-act plays, and several other programs, including a three-act play, are presented each year.

Faculty Moderator: GEORGE ALLINGHAM, B.A.

OFFICERS 1937-1938

Morning Session

President . . . . . LAMBERT SPRONCK, '40
Secretary . . . . . MARTIN MURPHY, '39
Treasurer . . . . . BEVERLY HACHMANN, '39

Evening Session

President . . . . . JOHN H. MOONEY, '38
Vice-President . . . . . THOMAS WELCH, '39
Secretary . . . . . JOHN MCAULIFFE, '41
Treasurer . . . . . BEVERLY HACHMANN, '39
Executive Council Member . . . . . MARK WALSH, '38

The Bellarmine Club

The Bellarmine Club is an organization for students of the Sophomore class who find the field of Political Science of particular interest. The purpose of the Club is to stimulate initiative on the part of the individual member, to introduce him to the realities which exist apart from the subject-matter treatment of the classroom. It is also intended to be of special assistance to those who may have an inclination to enter the field of governmental or political activity.

Faculty Moderator: MAURICE I. HART, Ph.D.

OFFICERS 1937-1938

President . . . . . JOHN KERRIGAN, '40
Vice-President . . . . . MARIO GALTERIO, '39
Secretary and Treasurer . . . . BEVERLY HACHMANN, '39

The Petavius Academy

The Petavius Academy was founded to afford students especially interested in history, the opportunity of developing a more mature mental attitude towards the subject, to bring to their knowledge ages and personalities not included in the classroom lectures, and to acquaint them with the sources of historical knowledge and the discipline of research.

Faculty Moderator: FRANCIS DOWNING, M.A.

OFFICERS 1937-1938

President . . . . . JOHN KEILT, '41
Secretary . . . . . JAMES PARKS, '40

Le Cercle Colombiere

The purpose of the Cercle Colombiere is to interest students of language in foreign culture, civilization and language.

Regular meetings are held; talks are given by the Moderator, by members of the Cercle and by distinguished guests; there are arranged trips for cultural purposes, attendance at foreign language plays and motion pictures worthy of attention. Any student may qualify who can understand slowly-spoken foreign language and who is willing to contribute to the program of every meeting.

Faculty Moderator: PETER J. PALMINTERI, B.A.

OFFICERS 1937-1938

President . . . . . EDOUARD ELLER, '40
Vice-President . . . . . LOUIS PROVENZANO, '40
Secretary . . . . . JOHN FERRERI, '40

The Ricci Science Club

The purpose of this organization is to promote and foster a liking for science, to awaken and stimulate interest in modern scientific knowledge especially from a philosophical point of view, and to give the members opportunity to impart to an audience information of such a nature.

Faculty Moderator: LEO K. YANOWSKI, Ph.D.

OFFICERS 1937-1938

President . . . . . GEORGE WALDIE, '38
Vice-President . . . . . THOMAS HARE, 39
Secretary . . . . . HENRY MLOTKOWSKI, '38

The "Aries"

Aries, the Year Book published each spring by the members of the Senior classes of Fordham College, Manhattan Division,

and the School of Business, was founded to record permanently the student activities of each year as well as to provide departing Seniors with a lasting memorial of the classmates, friends and activities of their college days.

The staff is represented by members of every class in both Departments with a Senior class board in charge.

The *Aries* affords a means of expression for student art work, journalism and literary efforts.

Faculty Moderator: Richard Sexton, M.A.

Officers 1937-1938

Editor-in-Chief . . . . . George Aspland, '38
Business Manager . . . . . Peter W. Hofmann, '38
Managing Editor . . . . . John Purchio, '38
General Coordinator . . . . . Charles O'Leary, '38

The Maroon Quill

The Maroon Quill is the school newspaper, published by the student body of Fordham College, Manhattan Division, and School of Business. The paper was established to provide a medium for student expression in all phases of journalistic work, editorial, news and feature. Furthermore, it serves as an ideal record for the activities of students and organizations. Staff memberships are open to all classes.

Faculty Moderator: Richard Sexton, M.A.

Board of Governors, 1937-1938

Editor-in-Chief . . . . . William Kennedy, '39
Managing Editor . . . . . Edward B. Reynolds, '39
News Editor . . . . . Dumont Kenny, '40
Advertising Manager . . . . . Thomas Welch, '39
Member of the Board . . . . . Martin Murphy, '39

The Athletic Association

The object of this Association is to promote the athletic interests of the University and to discuss and determine matters of management pertaining to the welfare of collegiate and intercollegiate sports.

Students in the School of Business are eligible for membership in this Association.

Graduate Business Club

The Fordham University Business Club was organized by a group of the graduates of the School to promote a scientific interest in business and to hold educational and social meetings in order to maintain and further the development of scholarship and fellowship among its members and students of the School of Business.

Membership in this club is open to former students of the School of Business who have received the degree or a certificate from the School or who have satisfactorily completed fifty per cent of the credits required for the degree.

The club holds meetings monthly, at which prominent guest speakers discuss topics of current interest.

Alumni Association

The Fordham University Alumni Association aims to keep up after College days are over the loyalty and friendships made at Alma Mater. Two meetings are held annually, and before Lent an Alumni dinner is arranged at one of the well-known New York hotels. Alumni Day, usually the day before the baccalaureate services, was begun a few years ago and has been increasing in popularity ever since. It is the beginning of the bond between the graduates and the older alumni. Graduates of the School of Business are eligible for membership in this Association.

Honors and Awards

Honors in the Graduating Class:

Students attaining a general average of 90% or over for the four years of their college course receive the following honors:

90 to 92%.....*Cum laude*
93 to 95%.....*Magna cum laude*
Over 95%.....*Summa cum laude*

A gold medal is awarded to the student of each class obtaining the highest average, over 90%, in his grades for the entire year. Students attaining a yearly average from 85% to 90% are entitled to honorable mention.

Graduating Class, 1937

Gold Medal

Albert S. D'Avi

Honorable Mention

Joseph Gentile
Francis Hehnlein
Francis Jasper
Francis Wetzel

Undergraduate, 1936-1937

Freshman (September to June)

Honorable Mention

Edward Backofen
Mario Lorenti
Bernard Marren
William O'Neill

Freshman (February to September)

Honorable Mention

Michael Esposito
Robert Fox
Joseph LaCour
Lambert Spronck

Sophomore

Gold Medal

Cuno von Campe

Honorable Mention

Charles Matula

Junior

Gold Medal

Peter W. Hofmann

Honorable Mention

Arthur Fiore
James LeCerff
R. Blake McCune
Leo O'Mealia
Charles Simons
Raymond Valenti

A gold medal was awarded to each of the following for the best individual display of forensic ability at the end of the Debating season in May, 1937:

The Augustus J. Thebaud, S.J., Debating Society

John McAuliffe, '41

Mulry Council of Debate

Raymond Valenti, '38

Scholarships

Competitive Scholarship

The Board of Trustees of Fordham University has established in the School of Business a full scholarship, the Daniel J. Quinn, S.J., Scholarship, to be offered annually to the high school graduate who receives the highest average in the competitive scholarship examinations held at the close of the scholastic year. This scholarship is valued at $1,000.00 and entitles the winner to the complete four-year course in the morning session or six-year course in the evening session in the School of Business. It does not include, however, any of the fees added to the usual tuition fees, nor does it include text-books, etc. Moreover, the University reserves the right to revoke the scholarship in the event that the conditions under which it has been awarded are not properly honored, or for any other reason that the University authorities consider sufficiently cogent to take such action. Scholarship students must maintain a general average of 80% throughout the course. Eligibility for the competitive scholarship examinations requires that the candidate:

1. Be a graduate of a recognized high school;
2. Be rated in the upper third of his high school graduating class;
3. Present to the Registrar the Certification Card, printed and distributed by Fordham University, duly signed by the High School Principal and certifying to the class standing of the candidate.

This scholarship will be awarded to the student receiving the highest average in the competitive examination to be held at the School of Business, Woolworth Building, New York City, during the first week of July, the dates to be announced later.

Candidates will be examined in English, Mathematics, American History and Civics.

Candidates for the competitive scholarship examinations should address their requests to

THE REGISTRAR,
Fordham University,
School of Business,
Woolworth Building, Room 750,
New York, N. Y.

Library Scholarships

These scholarships are for one year's duration and are granted in return for part-time service in the Manhattan Division Reference Library. The recipients of the Library Scholarships are selected by University authorities from the existing student body and on the basis of the student's previous scholastic record in the department.

Students who are awarded the Library Scholarship must continue to maintain a general scholastic average of at least 80%. Furthermore, the University authorities reserve the right to revoke the Library Scholarship should the conditions under which the scholarship has been granted be violated or for any other reason considered sufficiently cogent to take such action. All requests for the Library Scholarship should be made in writing to the Dean.

The Charles Hayden Scholars

Fordham University is the recipient of a grant from the Charles Hayden Foundation to provide scholarships for needy and deserving men students of the Metropolitan New York and Boston areas. Only students of exceptional ability and promise, whose financial needs are such that they cannot meet the expenses of University training without special assistance, can be given consideration for these awards. The amount of such scholarship awards varies in individual cases according to the character of the need, the number of applicants who may be accommodated, and the extent of the funds that may be available. Awards are limited in duration to one year but renewal is not precluded. The awards are made by the President on the basis of recommendations from the deans of the several schools and colleges of the University, to whom all applicants are respectively referred.

FORDHAM UNIVERSITY BULLETIN

ANNOUNCEMENT OF COURSES

SCHOOL OF EDUCATION

1938-1939

WOOLWORTH BUILDING
233 BROADWAY, NEW YORK, N. Y.

Announcement

Teachers College, an integral part of Fordham University, was established in 1916 to serve the teaching profession. On September 1, 1938, Teachers College became the School of Education of the University, in keeping with requirements of a reorganization plan calling for the merging of the programs of Teachers College and the Department of Education of the Graduate School so as to provide (1) for better integration and co-ordination of the teacher-training program, (2) control of undergraduate and graduate work in Education by one administration. The complete reorganization will become effective with the opening of the school year, 1939-1940, since transfer of the graduate program from the campus will not be possible until then. Students interested in graduate courses in Education should consult the program of the Department of Education as outlined in the 1938-1939 catalog of the Graduate School, pages 45 to 72. Full information on the expanded program now being organized for graduate and undergraduate students will be included in the 1939-1940 catalog of the School of Education.

Published for FORDHAM UNIVERSITY
by FORDHAM UNIVERSITY PRESS,
East Fordham Road, New York, N. Y.

TC-03-87-rhss

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1938

JULY

Su	Mo	Tu	W	Th	Fr	Sa
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3	*(4)*	5	6	7	8	9
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AUGUST

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1939

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AUGUST

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DECEMBER

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17	18	19	20	21	22	23
24	*(25)*	26	27	28	29	30
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Academic Calendar, 1938-1939

1938

Sept. 13–16 ..... Freshman Week.
Registration for Morning Session.

Sept. 15–21 ..... Registration—afternoon, evening, Saturday classes.

Sept. 19 ..... Morning classes begin.

Sept. 21 ..... An additional fee of $5.00 will be charged for registration after this date.
No one will be allowed to register after the second lecture of a course. Changes in courses must be completed before the second lecture period of a course.

Sept. 22 ..... Classes begin—afternoon and evening sessions.

Sept. 24 ..... Classes begin—Saturday session.

Oct. 17-20 ..... Retreat—Morning session.

Oct. 8 ..... Last day for payment of Fall term fees.

Nov. 1 ..... Holyday—no classes.

Nov. 8 ..... Holiday—no classes.

Nov. 11 ..... Holiday—no classes.

Nov. 23 ..... Thanksgiving recess begins after class on Wednesday.

Dec. 8 ..... Holyday—no classes.

Dec. 22 ..... Christmas recess begins after class on Thursday.

1939

Jan. 3 ..... Classes resumed.

Jan. 16, 18, 19, 21 ..... Examinations for Monday, Wednesday, Thursday and Saturday classes.

Jan. 24, 27 ..... Examinations for Tuesday and Friday classes.

Jan. 26–31 ..... Registration for Spring term.

Jan. 31 ..... An additional fee of $5.00 will be charged for registration after this date.
No one will be allowed to register after the second lecture of a course. Changes in courses must be completed before the second lecture period of a course.

Feb. 1 ..... Classes begin. Spring term.

Feb. 8 ..... Last date for payment of Spring term fees.

Feb. 13 ..... Holiday—no classes.

Feb. 22 ..... Holiday—no classes.

Mar. 11 ..... Re-examinations and deferred examinations — Fall term.

April 5 ..... Easter recess begins after classes on Wednesday.

April 17 ..... Classes resumed.

May 12.....Rector's Day—no classes.

May 18.....Holyday—no classes.

May 23, 24, 27.....Examinations for Tuesday, Wednesday and Saturday classes.

May 29, June 1, 2.....Examinations for Monday, Thursday and Friday classes.

May 30.....Holiday—no classes.

June 14.....Commencement.

June 24.....Re-examinations and deferred examinations—Spring term.

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Constance McGlinchee . . . . . *Music*
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Lawrence J. Mannion, M.A. . . . . *History*
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William R. Redden, M.D. . . . . *Education*
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Walter F. Robinson, Ph.D. . . . . *Education*
Sister St. Jeanne, C.N.D. . . . . *Education*
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Daniel J. Sullivan, M.A. . . . . *Philosophy*
Alfred A. Tausk, M.A. . . . . *German*
John V. Walsh, M.A. . . . . *Latin*
Frank D. Whalen, Ph.D. . . . . *Education*
Max S. Wilkes, M.A. . . . . *Art*
Leo K. Yanowski, Ph.D. . . . . *Chemistry*

SCHOOL OF EDUCATION

Location

Courses are given in the Woolworth Building, 233 Broadway, and at the Campus, Fordham Road and Third Avenue. All laboratory work in the Physical Sciences is done at the Campus.

Extension Centers are conducted at P. S. 11, Bergen Square, Jersey City, and at Notre Dame College, Grymes Hill, Staten Island.

Sessions

Morning Session: 9.15 to 1 daily.

This session offers courses leading to the degree of Bachelor of Science and Bachelor of Science in Education and is restricted to young women graduating from high school.

Afternoon Session: 4.15 to 5.55 week-days.
Evening Session: 6.15 to 9.45 week-days.
Saturday Session: 9.15 to 2.55.

Office Hours

Woolworth Building:

10 a.m. to 7 p.m., September to June.
10 a.m., to 4.30 p.m., June to September.

Admission

The following classes of students, both men and women, may be admitted to the School of Education:

1. High School graduates who have successfully completed the regular requirements for college entrance.

2. Candidates who have not fully completed the requirements for admission, but who are regarded as qualified to pursue college work successfully, may for weighty reasons, be admitted conditionally. No general rule will be stated for such admission, but each case will be treated individually on its merits. The Registrar will be glad to advise such candidates concerning their admission. In all cases, a candidate admitted with deficiencies must remove such deficiencies within a year.

3. Teachers in Service who wish to take alertness courses or further professional work in preparation for higher licenses.

4. College graduates who need further professional work to qualify for teacher certification in the elementary and secondary schools.

5. Students who wish to make up requirements which they lack for admission to Law School, Medical School, Dental School, etc.

6. A limited number of adults who do not wish to matriculate for any degree, but who are interested in their own further cultural development.

Matriculation

Candidates for a degree must observe the following procedure:

1. They must fill out an application blank which will be furnished by the Registrar's office.

2. They must file with the Registrar of School of Education an official transcript of record from all high schools which they have attended. The Registrar's office will furnish blanks for this purpose.

3. If they wish admission to advanced standing, they must file with the Registrar of School of Education an official transcript (not students' report cards) of all courses for which they seek credit.

4. If the Committee on Admissions passes favorably on the applicant's credentials, the applicant will be given a program booklet containing an outline of the courses which must be taken for a degree.

General Entrance Requirements

Candidates for admission to the Freshman Class must present evidence of their graduation with diploma from a four-year high school course in a school accredited by the New York State Regents. They must also submit a detailed record of their high school work. This record must represent at least 16 units distributed over four full years, and must be accompanied by a certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their high school course. Students must also furnish certificates of good moral character, and of honorable withdrawal from the school they last attended.

A unit is the value given to a study which is pursued 5 periods a week for approximately 45 minutes for each period, for 38

weeks (190 school days) and involving an equal amount of time in preparation outside of the classroom.

The credits offered for entrance into the regular Freshman Class must include the following subjects:

English (four years)	4 units
Mathematics — Elementary Algebra and Plane Geometry	2 units
History, Economics or Civics	2 units
Foreign Language (two years)	2 units
Elective units, three of which must be cultural	6 units

The units must be so distributed that three units will be offered from one of the following groups:

Classical Languages	Mathematics
Modern Languages other than English	Science
History, Civics, Economics	

The three units beyond the twelve required cultural units may be elected from any major subject for which the high school allows credit.

Registration

General registration for all courses may be completed at the downtown offices of School of Education, 8th floor, 233 Broadway, New York City. Students may register for courses offered in the various centers, maintained under the direction of the University, at center headquarters. Registration should be completed within the days assigned.

Checks should be made payable to Fordham University.

Requirements for B.S. Degree

Apologetics	8
Economics	4
English	12
History	12
Modern Language	8
Philosophy	32
Public Speaking	2
Science	16
* Electives	36
	130

*Electives in the Cultural group are to be chosen, with the advice and consent of the Dean, from the student's major and minor fields.

Requirements for Bachelor of Science in Education

Bachelor of Science in Secondary Education

Required Cultural Courses	72
Elective Cultural Courses	28-30
Required Professional Courses	26-28
Required for Degree	128

Bachelor of Science in Elementary Education

Required Cultural Courses	72
Elective Cultural Courses	20
Required Professional Courses	36
Required for Degree	128

GROUP I

Cultural Subjects

ART. 50	Appreciation of Art.
ENG. 5	English Composition, I.
ENG. 6	English Composition, II.
ENG. 13	Poetry.
ENG. 17	Oratory.
ENG. 21	Introduction to Literature, I.
ENG. 22	Introduction to Literature, II.
HIST. 3	Middle Ages, I.
HIST. 4	Middle Ages, II.
HIST. 5	Early Modern European History.
HIST. 6	Modern European History, 18th Century to Present.
LANGUAGE	College I. College II. College III.
PHIL. 1	Introduction to and Philosophy of Nature.
PHIL. 2	General Psychology, I.
PHIL. 3	General Psychology, II.
PHIL. 4	Philosophy of Being.
PHIL. 5	Philosophy of Being and Logic.
PHIL. 6	Theories of Knowledge.
PHIL. 7	Natural Theology.
PHIL. 8	General Ethics.
PHIL. 9	Individual Ethics.
POL. 13	Economics, I.

Pol. 14	Economics, II.
Sci. 1	General Science, I.
Sci. 2	General Science, II.
Sci.	Science Elective.
Sci. 23	Physiology and Hygiene, I.
Sci. 24	Physiology and Hygiene, II.
Speech 1	Voice and Diction, I.
Speech 2	Voice and Diction, II.
Rel. 11	Popular Apologetics, I.
Rel. 12	Popular Apologetics, II.
Rel. 13	Sociological Values of Religion, I.
Rel. 14	Sociological Values of Religion, II.

GROUP II

Secondary Education

Educ. 11	History of Education, I.
Educ. 12	History of Education, II.
Educ. 13	Philosophy of Education, I.
Educ. 14	Philosophy of Education, II.
Educ. 17	Principles of Secondary Education.
Educ. 18	Methods and Problems of Secondary Education.
Educ. 31	Educational Psychology, I.
Educ. 32	Educational Psychology, II.
Educ. 37	Elements of Achievement Testing.
Educ. 38	Elements of Intelligence Testing.
	Special Methods (2-4).
Educ. 41	Observation and Practice Teaching.

GROUP III

Elementary Education

Required

Educ. 11-12	4	credits	History of Education, I and II.
Educ. 13-14	4	"	Philosophy of Education.
Educ. 15	2	"	Principles of Elementary Education.
Educ. 16	2	"	Methods and Problems of Elementary Education.
Educ. 29-30	4	"	Study of the Child.
Educ. 41	4	"	Directed Observance and Practice Teaching.
Educ. 101	2	"	Arithmetic for Elementary School Teachers.

Educ. 103	2	"	Reading in the Elementary Grades.
Educ. 105	2	"	English for Elementary School Teachers.
Educ. 112	2	"	Health Education for Elementary School Teachers.
Educ. 108-9	4	"	Religion for Elementary School Teachers.
	32		

Electives (4)

Educ. 104	2	credits	Visual Aids for Elementary School Teachers.
Educ. 110	2	"	Music for Elementary School Teachers.
Educ. 111	2	"	Drawing for Elementary School Teachers.
Educ. 107	2	"	Social Studies for Elementary School Teachers.

Designation of Classes

Membership in any class of School of Education will be designated by the amount of total credit earned as follows:

Freshman Class.....less than 32 credits
Sophomore Class.....32 to 64 credits
Junior Class.....64 to 96 credits
Senior Class.....over 96 credits

Suggested Sequence of Courses

B.S. IN EDUCATION

FRESHMAN YEAR

1st Semester

Speech	1	Voice and Diction, I.
Eng.	13	Poetry.
Eng.	5	English Composition, I.
Hist.	3	Middle Ages, I.
		College Language, I.
Rel.	11	Apologetics, I.
Phil.	1	Introduction and Philosophy of Nature.
Sci.	1	General Science, I.

2d Semester

Speech	2	Voice and Diction, II.
Eng.	17	Oratory.
Eng.	6	English Composition, II.
Hist.	3	Middle Ages, II.
		College Languages, II.
Rel.	12	Apologetics, II.
Phil.	2	General Psychology, I.
Sci.	2	General Science, II.

SOPHOMORE YEAR

1st Semester

Educ.	11	History of Education, I.
Eng.	21	Introduction to Literature, I.
Hist.	5	Early Modern European History.
		College Language, III.
Phil.	3	General Psychology, II.
Rel.	13	Sociological Values of Religion, I.
		Science Elective.
		Electives (2 or 4 points)*

2d Semester

Art	50	Art Appreciation.
Educ.	12	History of Education, II.
Eng.	22	Introduction to Literature, II.
Hist.	6	Modern European History to Present.
Phil.	4	Philosophy of Being.
Rel.	14	Sociological Values of Religion, II.
		Electives (4 to 6 points)*

JUNIOR YEAR

1st Semester

Pol.	13	Economics, I.
Educ.	13	Introductory Philosophy of Education, I.
Educ.	17	Principles of Secondary Education.
Sci.	23	Physiology and Hygiene, I.
Phil.	5	Philosophy of Being and Logic.
		Electives (6 points).

2d Semester

Pol.	14	Economics, II.
Educ.	14	Introductory Philosophy of Education, II.
Educ.	18	Methods and Problems of Secondary Education.
Educ.	37	Elements of Achievement Testing.
Phil.	6	Theories of Knowledge.
Sci.	24	Physiology and Hygiene, I.
		Electives (6 points).

SENIOR YEAR

1st Semester

Educ.	31	Educational Psychology, I.
Educ.	38	Elements of Intelligence Testing.
		Special Methods.
Phil.	7	Natural Theology.
Phil.	8	General Ethics.
		Electives (6 points).

2d Semester

Educ.	32	Educational Psychology, II.
		Special Methods, II.
Phil.	9	Individual and Social Ethics.
Educ.	41	Observation and Practice Teaching (4 points).
		Electives (0 to 4 points).

* Students are urged to register for 18 points in each semester of their Sophomore Year.

Electives must be taken in the major and minor field under the direction of the Dean.

Speech Requirements for a Degree

All candidates for a degree must conform to the speech standards of educated, cultured people. For this reason, all students matriculating for the B.S. in Education degree will be expected to take SPEECH 1 and 2 during their first year of attendance at the School of Education. Those who fail to attain the desired standard in this course will be obliged to take the Remedial Course, SPEECH 3. They will be obliged to repeat the course in remedial work until such time as the Committee on Speech Standards is satisfied with their oral English.

Furthermore, even those who have successfully completed SPEECH 1 and 2 will be required to take a Speech test at the beginning of their Sophomore, Junior and Senior Years. The purpose of this test is to insure that the Speech standard acquired in their Freshman Year will be retained permanently. Those who fail in the test will be required to enter the Remedial Course for further training.

The Remedial Course will carry no college credit. In all cases, those who are required to take the remedial work must pay the usual fees.

Special cases of speech deficiency, due to physical disability, may receive an Incomplete rating in SPEECH 1 or 2, in lieu of failure. This will allow the student an additional semester in which to attain the improvement necessary for course credit. All Incomplete ratings not removed during the succeeding semester will revert to failure. Students should confer with the Program Adviser regarding improvement procedures.

Students registering for Practice Teaching must present a statement certifying their qualifications before they will be permitted to pursue the course.

Written English

In accord with the view that an educated person is expected not only to think clearly, but also to express himself with fluency and with force, it is the policy of the school to expect of its students that they will endeavor, in all of their written work, to express their thoughts in as fine a literary manner as they are able. Many students are inclined to regard the application of the principles of composition as important only so long as they remain in the composition class; that once they have obtained a satisfactory grade in that class, the application of the principles is a matter of slight importance. Students are here advised that expression, as well as information, counts in the grading of term papers, examination books and other written work.

It is expected that all matriculated students will register for ENG. 5 in the first semester of their attendance at the School of Education. Special permission from the Registrar's office will be necessary for a student to waive this requirement.

Admission to Graduate Studies

Students of the School of Education, who, at the beginning of any session, are within twelve points of fulfiling the requirements for the Bachelor's degree will be permitted to pursue courses, called graduate and undergraduate, not, however, in excess of four points, with a view to offering them in the Fordham Graduate School in partial fulfilment of the requirement for residence for a second degree; if within eight points, courses not in excess of eight points; if within four points, not in excess of twelve. Should such a student afterwards desire to matriculate for the degree of Master of Arts or Master of Science, the graduate courses previously taken by him under this provision will be accepted in partial fulfilment of the residence requirement for the Master's degree, provided the requirements for this degree are completed within a period of five years. Permission for this privilege must first be obtained from the Dean of the Graduate School.

Students From Other Institutions

Students from other institutions, who for any reason wish to take courses at the School of Education to be credited at their own institutions, should first receive written permission from their own Dean or other person in authority.

General Regulations

Absences:

No unexcused absence is permitted. Absences due to sickness or other grave reasons may be excused up to four hours (not days) in a thirty-hour course. More than four hours' absence for any reason will disbar the student from the examinations.

Excuses for absences must be presented to the Registrar's office *immediately* after return to class, not at the end of the session. No consideration will be given to excuses presented at the end of the term.

Excuses must be presented in writing. The following information should be incorporated in the letter of excuse: Date or dates of absence; catalogue number and title of course; day and hour at which the course or courses are given.

Students are held accountable for absences incurred owing to late registration.

Students are required to keep count of their own absences. This information will not be furnished by the Registrar's office. Those who are overcut will be notified at the end of the session before the examinations.

Lateness:

Students are reminded that one cut is incurred for each time they are late for a class.

Candidates for Degree:

Candidates for degrees to be conferred in June or September, 1938, must file a Candidate-For-Degree card by November 1. These cards may be obtained from the Registrar.

Withdrawal:

Students are requested to notify the Registrar (not the class instructor) upon withdrawal from a course. Those who fail to do this have a permanent record of "Unofficial Withdrawal."

Change of Address, Name:

Students are urged to notify the Registrar promptly when they change either their name or address.

Credits:

A credit represents one hour of class or lecture work or at least two hours of laboratory work per week for one semester, together with the necessary preparation.

The credit requirement for the B.S. degree is 130 credits, and for the B.S. in Education 128 credits are required.

Grades and Quality Points:

Final grades are reported by letter only. Each letter grade carries a specified number of quality points per credit and in order to graduate a student must gain not only the number of credits required for the degree, but as many quality points as credits.

The following table shows the scale of grades and quality points:

Grade	*Percentage Equivalent*	*Points Per Credit*
A. (Excellent)	90-100	4
B. (Good)	80-89	3
C. (Fair)	70-79	2
D. (Poor, but passing)	60-69	1
E. (Condition)	50-59	0
P. (Passed re-examination)		1
F. (Failure)	Below 50	
Inc. (Incomplete)		

It is evident that an average grade of C is required for graduation.

The general quality of a student's work is expressed in terms of a quality point—credit ratio, which is obtained by dividing the total number of quality points he has earned by the total number of credits *earned*. Thus a quality point-credit ratio of 1.0 is necessary for graduation.

A student whose record at the close of a term is exceedingly poor, whether because of the number of failures or conditions incurred or because of repeated failure or condition in one course, may, without preliminary warning, be dismissed from the college.

Unless a student does a reasonable amount of work better than C he may be advised to withdraw from the college.

Examinations:

To obtain credit for any course a written examination must be passed at the end of the session. Those who are absent from examinations, unless excused by the Dean, are automatically given a grade of "Condition," and are subject to the rules governing the removal of conditions.

Failures:

In general, a student who has failed in any subject must remove the failure by repeating that subject in class and securing a passing grade.

Conditions:

A condition must be removed by passing the re-examination (see below) during the next semester or it becomes a failure, which must be removed as stated above.

No quality points are awarded for conditions made good by re-examination.

Incompletes:

Students who have successfully passed the final examination in a course, but have not completed term papers, readings or other such work connected with the course, will be given a mark of "Incomplete" (Inc.). Unless such work is completed by the next date set for re-examinations as contained in the University calendar, the Incomplete will automatically become a Failure.

Re-examinations:

Re-examinations are held on a date announced during each session. These examinations are held for those who were conditioned in the term examinations, either because they failed to obtain the passing mark or because they were absent from exam-

inations without an excuse, and for those whose examinations were postponed by the Dean. Except in the case of those whose examinations were postponed by the Dean, the only mark that will be given for a re-examination is "passed" or "failed," indicated by "P" or "F."

All who take examinations at the time of re-examinations, for *any* reason whatever, must pay a fee of three dollars. Application for re-examination must be filed with the Registrar at least one week before the date set for the re-examinations. See calendar (page 5) for dates of re-examinations.

Program:

All matriculated students must secure a booklet containing an outline of the courses they are to follow in order to secure their degree. The program outlined in the booklet must be followed exactly. No credit will be given for courses not listed in the student's program, unless the Dean has granted written permission to make a substitution.

Matriculated students will receive no credit for courses taken in other institutions unless they have received written permission from the Dean of Teachers College to take such courses.

New Students:

To avoid delay at registration time, new students are urged to have their credentials in the Registrar's office several weeks before registration begins. New students for Teachers College should have certified to the Registrar an official record of high school work, as well as an official transcript of any POST-HIGH SCHOOL work. Only those transcripts will be accepted which are mailed directly to the Registrar from the certifying institution.

Residence Accommodations

The School of Education does not provide dormitory facilities. Off Campus Residence Facilities for women students, are arranged through the Catholic Room Registry, which is under the direction of Mrs. Yvonne G. Sayres. The Catholic Room Registry is located at the headquarters of the League of Catholic Women, at 415 Lexington Ave., at the corner of 43rd St., opposite the Grand Central Terminal. It is open every week-day from nine until six o'clock; on Saturdays from nine until one o'clock. Its service is gratis. Any one interested in the service of the Registry, may write to the above address or telephone, MUrray Hill 2-0581.

Extra-Curricular Activities

The School of Education offers the student the advantages of an extensive extra-curricular program in her particular field of interest. With a view to developing added proficiency in the fields in which they will ultimately teach, all students are urged to participate in the activities which are particularly allied with their major and minor studies. A periodical is published by the student-body; there is an active dramatic society and a debating society; and other clubs are connected with the other departments of the college. The Sodality is conducted to encourage the religious activity of the student-body and is under the direction of the Student Counsellor of the School of Education.

Practice Teaching

Practice Teaching will be arranged for students in the B.S. in Education Course who prove that they have the necessary qualifications. The qualifications are as follows:

A general academic record of at least "C."

A record of a least "B" in their major subject.

Satisfactory standard in both written and oral English. Tests will be administered to determine fitness in this regard.

A physician's certificate of good health.

Graduates of Other Colleges—Practice teaching *may* be arranged for graduates of other colleges who wish to meet certification requirements. Such applicants, in addition to meeting the above requirements, must submit a transcript of their college record before their application will be considered.

Announcement of Scholarships

Special Scholarships—Fordham University is the recipient of a grant from the Charles Hayden Foundation to provide scholarships for needy and deserving men students of the metropolitan New York and Boston areas. Only students of exceptional ability and promise, whose financial needs are such that they cannot meet the expenses of University training without special assistance, can be given consideration for these awards. The amount of such scholarship awards varies in individual cases according to the character of the need, the number of applicants who may be accommodated, and the extent of the funds that may be available. Awards are limited in duration to one year but renewal is not precluded. The awards are made by the President on the basis of recommendations from the Dean of the School of Education, to whom all applicants are referred.

University Scholarships—Two full-time, four-year scholarships have been made available for young women entering the *morning session* of the School of Education to prepare for teaching in either the elementary or secondary field. Each is valued at approximately $1,000.00 for the full course.

Competitive examinations will be held in the Woolworth Building each year during the early part of July.

Subjects for examinations: English, Foreign Language, Mathematics, American History and Civics.

The winners of the scholarships will hold them until the course is completed unless violation of the regulations governing the scholarship makes a withdrawal of this award necessary.

Eligibility for the examinations requires that the candidate:

(1) Be a graduate of an accredited High School.
(2) Rank in the upper third of the graduating class.
(3) Secure an application blank from the Registrar of the School of Education and return it filled in as required.

Library Facilities

The libraries of the University include 170,000 bound volumes, carefully chosen to satisfy the needs both of the general student and the research scholar. This is exclusive of a total of 61,000 pamphlets. The library of the Law School contains more than 25,000 volumes. A working library of more than 10,000 volumes is housed in the library on the 8th Floor of the Woolworth Building.

The library on the Campus is open from 8.30 a.m. to 10 p.m., Monday to Friday; 9 a.m. to 12 m., Saturday; 8.30 a.m. to 5 p.m., Sunday.

The library in the Woolworth Building is open from 9 a.m. to 9 p.m., Monday to Friday; 9 a.m. to 5 p.m., Saturday.

Exchange courtesies are maintained with the Congressional Library, Washington, D. C.; with the New York State Library, Albany, N. Y., and with the larger university libraries throughout the country.

Students may also avail themselves of the 2,000,000 volumes of the New York Public Library, whose reference rooms are located in its main building, Fifth Avenue and 42nd Street. To relieve congestion, the city library authorities ask that only books unavailable in the University libraries be consulted. Material which is essential for graduate work may, however, be obtained for reference-room use by applying to the student librarian for reference permission cards.

The restricted libraries of the city are also open to advanced students properly approved and identified by the University.

Students working in New York City are also fortunate in the accessibility of the following museum and library facilities:

American Geographical Society of New York, Broadway at 156th Street.
American Museum of Natural History, Columbus Avenue at 77th Street.
American Society of Civil Engineers, 29 West 39th Street.
British Library of Information, 270 Madison Avenue.
Foreign Policy Association, 8 West 40th Street.
Metropolitan Museum of Art, Fifth Avenue at 82nd Street.
Museum of the City of New York, Fifth Avenue at 104th Street.
New York Botanical Garden (Bronx Park).
New York City Department of Education, 1220 Fifth Avenue.
New York State Historical Society, 170 Central Park West.
New York Zoological Garden (Bronx Zoo).

Laboratory Facilities

Biology:

In addition to the large and small laboratories, the special equipment available in Biology Hall for research work are the following: Custom Sartorium microtome capable of cutting sections .5 of a micron, Sartorious embedding oven with a super-sensitive thermostat control, Zeiss stereoscopic dissecting microscope, Greenough dissecting microscopes and Zeiss aquarium microscopes, Zeiss binocular research microscopes with latest optical equipment, complete collection of life histories and orders of insects, most complete collection of British India termites, nests and examples of destruction. The photographic laboratory is fully equipped with a Zeiss photomicrographic apparatus and enlarger. The departmental library contains most of the important biological publications of America and Europe. On the University campus a new greenhouse has been constructed for purposes of botanical research.

Chemistry:

The Department of Chemistry is housed in Chemistry Hall at the Bathgate Avenue entrance to the Fordham Campus. In addition to class laboratories for the teaching of general inorganic, physical, organic, physiological, qualitative, quantitative and microanalysis, there are thirteen smaller laboratories especially equipped with modern services and facilities for research. The Department is equipped with all apparatus and instruments

necessary and conducive for carrying on the highest type of work in the field of chemistry, including a fully equipped laboratory for microanalysis, facilities for work with all types of experimental animals, polarimeters, Barcroft-Warburg, Van Slyke and Deuterium distilling apparatus, high precision constant temperature water-baths, low and high pressure autoclaves. A library and supply room are maintained in the chemistry building.

Physics:

The Physics Department is housed in a four-story Gothic building. Two large amphitheatres and four smaller quiz rooms occupy the lecture floor. The rest of the building is given over to shops and laboratories. The Seismic Observatory adjoins the Physics Building. It contains the largest seismic vault in the country and the most complete equipment available. Eight modern seismographs, both long and short periods, are in constant operation. The observatory has been in operation since 1910.

Extension Centers

School of Education maintains the following Extension Centers:

STATEN ISLAND CENTER:
NOTRE DAME COLLEGE
Grymes Hill, Staten Island, N. Y.
Director, MOTHER ST. EGBERT, C.N.D., Ph.D.

JERSEY CITY CENTER:
P. S. 11
Bergen Square, Jersey City, N. J.
Director, WILLIAM FINLEY, Ph.D.

Registration for courses at the Centers may be completed at the Woolworth Building or at the individual Center.

Matriculation, however, must be completed at the main office in the Woolworth Building.

Residence Credit: Extension courses do not carry residence credit. Candidates for a degree must complete their final thirty-two points either at the Woolworth Building or the Uptown Campus. This residence requirement may also be satisfied by Summer courses taken at the Uptown Campus.

Courses Required for the New York Archdiocesan Normal Certificate

Professional Courses

REQUIRED (32)

EDUC. 11-12	4	credits	History of Education, I and II.
EDUC. 13-14	4	"	Philosophy of Education.
EDUC. 15	2	"	Principles of Elementary Education.
EDUC. 16	2	"	Methods and Problems of Elementary Education.
EDUC. 29-30	4	"	Study of the Child.
EDUC. 41	4	"	Directed Observance and Practice Teaching.
EDUC. 101	2	"	Arithmetic for Elementary School Teachers.
EDUC. 103	2	"	Reading in the Elementary Grades.
EDUC. 105	2	"	English for Elementary School Teachers.
EDUC. 112	2	"	Health Education for Elementary School Teachers.
EDUC. 108-9	4	"	Religion for Elementary School Teachers.
	32		

ELECTIVES (4)

EDUC. 104	2	credits	Visual Aids for Elementary School Teachers.
EDUC. 110	2	"	Music for Elementary School Teachers.
EDUC. 111	2	"	Drawing for Elementary School Teachers.
EDUC. 107	2	"	Social Studies for Elementary School Teachers.

Cultural Courses

REQUIRED (24)

ENG. 5-6	4	credits	English Composition, I and II.
ENG. 21-22	4	"	Introduction to Literature, I and II.
HIST. 3	2	"	Middle Ages, I.
HIST. 4	2	"	Middle Ages, II.
HIST. 44-45	4	"	American History.
REL. 11-12	4	"	Apologetics.
SCI. 1-2	4	"	General Science, I and II.

ELECTIVES (4)

Voice and Diction
Modern Language
Mathematics
Philosophy

SUMMARY OF CREDITS

Professional Courses	36
Cultural Courses	28
	64 Total

Fees and Expenses

Rules of the University prescribe that the University, tuition and laboratory fees are payable before attendance at any lecture or laboratory period, unless other arrangements have been made with the Bursar.

In the first semester, payment of course fees and laboratory fees may be deferred until October 2; in the second semster until February 5.

No student will be admitted to class, however, without an identification card stamped by the Bursar. Even in cases where special arrangements have been made with the Bursar or where students take advantage of the extension of time for paying fees, the University fee of $5.00 must be paid at the time of registration.

All fees are subject to change at the discretion of the Trustees of the University.

No consideration will be given to application for refunds unless the student has given notice to the Registrar of withdrawal from a course. No fee paid or any portion thereof is returnable upon a student's withdrawal from the University. Where illness, physical disability or any extraordinary circumstances require a student to leave, he may file with the Bursar a written statement of the causes of such withdrawal, accompanied by a statement from the Registrar giving the date of withdrawal. The "date of withdrawal" is the date on which the student has actually notified the Registrar. Thereupon, the University will take under consideration the equities of the case; but in no event will any University fee be refunded. There will be no refunds for withdrawals after the eighth week.

The fees:

(a)	University fee (for all students), payable at each registration	$5.00
(b)	Late registration fee as noted in calendar	5.00
(c)	Tuition, per point	7.50
(d)	Tuition for all laboratory science courses, per point	10.00
(e)	Re-examination and *all* deferred examinations	3.00
(f)	Voice recording	1.00
(g)	Transcript of Record	1.00
(h)	Diploma fee	15.00
(i)	New York Qualifying Certificates	2.00
(j)	Professional Certificate	5.00
(k)	Library Fee, $1.00 a point—Maximum fee	5.00
(l)	Activities Fee for full-time students. Payable once a year	5.00

For Nuns and Brothers:

(a)	University fee	$2.00
(b)	Tuition, per point	5.00
(c)	All other fees as above.	

ART

MR. WILKES, *Program Adviser*

ART 10.—Freehand Drawing and Composition, 1. (2 points.)

S., 9.15. Fall. MR. WILKES.

Part (1) Use of the pencil, pen, or crayon to represent simple object or landscapes.

Part (2) How to use charcoal and brush to render forms in light and shade or values of light and dark.

Part (3) Color—elementary principles—application of water color to simple compositions—still life with fruit or landscape—use of pastels or oils will be demonstrated.

ART 11.—Freehand Drawing and Composition, II. (2 points.)

S., 9.15. Spring. MR. WILKES.

Use of pencil, ink, water color and charcoal. Work of the spring semester will include drawing from the human figure draped and the plaster cast. Individual instruction.

ART 20.—General and Applied Design, I. (2 points.)

S., 11.05. Fall. MR. WILKES.

Simple classroom problems—

Part (1) Abstract flat design—medium, tempera, or show card colors.

Part (2) Applied design, including block printing.

ART 21.—General and Applied Design, II. (2 points.)

S., 11.05. Spring. MR. WILKES.

Individual problems. Including simple murals suitable for classroom instruction and posterwork.

ART 40.—History of Art, I. (2 points.)

Tu., 4.15. Fall. MR. WILKES.

History of art—beginning with primitive and concluding with Gothic period. Slides and colored reproductions will be shown.

ART 41.—History of Art, II. (2 points.)

Tu., 4.14. Spring. MR. WILKES.

History of art—beginning with Renaissance and concluding with Modern Art.

ART 50.—Appreciation of Art. (2 points.)

W., 4.15. Fall or Spring. MR. HAUSER.

An interpretation and appreciation of painting, sculpture and architecture, etc., both in terms of their art structure as well as in the light of their human and historical backgrounds.

Drawing for Elementary School Teachers.

Cf. EDUC. 111.

Drawing for Junior High School Teachers.

Cf. EDUC. 116.

BIOLOGY

FATHER ASSMUTH, S.J., *Head of Department*

NOTE: Classes in Biology, with the exception of BIO. 11 and 12, are held in Larkin Hall on the Uptown Campus, Fordham Road entrance.

Tuition for Biology courses, except BIO. 11 and 12, is $10.00 a point.

Major in Biology: Students majoring in Biology must take BIO. 13 - 14; 101 - 102; 109 - 110; 111 - 112; 123 - 124. In addition, they should take CHEM. 11 - 14. Other courses may be taken with the advice and consent of the Head of Department.

BIO. 11.—Botany. (2 points.)

M., 4.15. Fall. FR. BURKE, S.J.

A lecture course embracing the fundamental principles of biology, the classification, morphology—external and internal—tissues, tissue systems, and the physiology of plants.

BIO. 12.—Zoology. (2 points.)

M., 4.15. Spring. FR. BURKE, S.J.

A lecture course treating of the origin, classification and distribution of animals; the development of the ovum; the differentiation of tissues; parthenogenesis; heredity; evolution; Darwinism; mutation theory; transformism; Catholics and evolution.

BIO. 13 - 14.—General Biology. (4 points.)

Lect., W., 4.15; Lab., S., 9. Either Semester.

DR. MULLEN AND ASSISTANTS.

This course treats with the fundamental principles of biology. It includes the structure and composition of plants and animals with a complete study of the functions of living things: relations between plants and animals; the organism. The laboratory work will include study and dissection of plants and lower animals. Field work will include trips to Zoological Park and Botanical Gardens for preparation study. A discussion of the text-books and recommended reading by the Regents will be considered.

BIO. 101 - 102.—General Botany. (8 points.)

M., 3.45-6.15; S., 9-12.20. Fall and Spring. MR. BONISTEEL.

A survey course in Botany. Properties and activities of protoplasm, developmental history, structure and function, relation to environment, and the classification of forms into the groups which make up the plant kingdom. The second part of the course deals with the thallophytes, bryophytes, pteridophytes and spermatophytes. Several voluntary field excursions will be offered to familiarize the student with trees, shrubs and herbaceous plants.

BIO. 109 - 110.—Zoology. (8 points.)

Tu., 3.45-6.15; S., 9-12.20. Fall and Spring. DR. FORBES.

A course dealing with the animal kingdom only. It embraces a study of the classification of animals; the structures and functions of organs; morphology, ecology, environment, heredity and the economic importance of animals. The laboratory work will include a study of a type animal of each phylum; and observations and studies in museums and zoological parks.

BIO. 111 - 112.—Histology and Elementary Embryology. (4 points.)

S., 9.15-11.45. Fall and Spring. Dr. Mullen.

(Prerequisite: BIO. 109 - 110 or equivalent.)

The course will deal with animal-tissue and will study the compositions of the animal body and the organs in terms of their vital units, the cells; the chromosomes, the basis of heredity; the origin and maturation of the germ-cells, fertilization, cleavage and differentiation of tissues; the origin of the individual and the developmental processes from the oosperm to the adult. Practice in microtechnique will be stressed.

BIO. 113 - 114.—General Bacteriology. (8 points.)

Lectures, Tu. and W., 4-6. Fall. Mr. Bonisteel and Assistants.

Laboratory, Tu., W., Th., 3.45-6.15. Spring.

A course in bacteria and fungus pathogens. Lectures and laboratory on the form of micro-organisms, their requirements for growth, methods of detection, isolation, identification and their chemical products. The relationship of micro-organisms in health and disease.

Given only in even years, 1938, 1940.

Not given in the Summer Session.

BIO. 115 - 116.—Cytology. (8 points.) (Lectures only, 4 points.)

Not given in 1938-1939.

BIO. 121 - 122.—Vertebrate Anatomy. (4 points.)

M., 3.45-6.15. Fall and Spring. Dr. Mullen.

(Prerequisite: BIO. 13 - 14 or equivalent.)

A study of the vertebrates with special reference to the mammals. Structure and function of the different systems and organs. Detailed dissection of specially-prepared specimens.

BIO. 123 - 124.—Comparative Anatomy. (4 points.)

(Prerequisite: BIO. 109 - 110 or equivalent.)

F., 3.45-6.15. Fall and Spring. Father Assmuth, S.J., and Assistants.

A comparative study of the natural relationships, the developments and the structures of animals, including a comparison of integumentary, skeletal, alimentary, vascular, respiratory, excretory, muscular, nervous and reproductive systems in different animals; physiology of different organs; symmetry and asymmetry, habits and life histories.

BIO. 125 - 126.—Histology and Microscopic Technique. (4 points.)

(Prerequisites: BIO. 101 - 102, 109 - 110, 111 - 112.)

F., 3.45-6.15. Fall. *Botany:* Mr. Bonisteel and Assistants.

S., 9.15-11.45. Spring. *Zoology:* Fr. Assmuth, S.J., and Assistants.

A detailed study of the structure of the cell and characteristics of the different tissues from a staining viewpoint. Action of stains on various parts of protoplasm, preparation of slides, fixation, embedding, cutting, staining, mounting and intense training in the use of the microscope. Most of the laboratory work may be done in the student's free time.

CHEMISTRY

FATHER MUENZEN, S.J., *Head of Department*

All Chemistry courses, unless otherwise noted, are given in Chemistry Hall, Fordham Road and Third Avenue.

Tuition for Chemistry courses, unless otherwise noted, is $10.00 a point. Where laboratory is part of a course, there is a breakage deposit of $15.00.

Major in Chemistry: Students majoring in Chemistry must take CHEM. 11 - 14; CHEM. 21 - 22; CHEM. 31 - 32 and CHEM. 41 - 44. In addition, they should take General Physics, PHYS. 11 - 12 and four points in either General Biology, BIO. 13 - 14; General Botany, BIO. 101 - 102, or Zoology, BIO. 109 - 110.

CHEM. 11, 12, 13, 14.—General Chemistry. (8 points.)

S., 9.00-11.45; 12.30-2.30. Fall and Spring. DR. CONWAY.

This course deals with the fundamental facts and theories of the science of chemistry and is a prerequisite for all other courses. The course is divided into two parts, 11 and 12 referring respectively to lecture and laboratory of the first semester. 13 and 14 refer to lecture and laboratory of the second semester.

CHEM. 11 b - 14 b.—General Chemistry. (8 points.)

Tu., 1.30 (Uptown); F., 10.00 (Downtown). Fall and Spring. DR. YANOWSKI.

Same as above course.

CHEM. 11 c - 14 c.—General Chemistry. (8 points.)

M., 7.55 (Downtown); F., 7 (Uptown). Fall and Spring. DR. HENNESSY.

Same as above course.

CHEM. 21 - 22.—Qualitative Analysis, I. (4 points.)

S., 9-11.45; 12.30-2.30. Fall. DR. HYNES.

In this course stress is laid on the determination and isolation of the metallic or baseforming elements, without considering the amounts in which they may be present. Due emphasis is given to the theoretical principles upon which the separation of these elements depends.

CHEM. 21 b - 22 b.—Qualitative Analysis, I. (4 points.)

Tu. and F., 10, Lect.; M. and F., 12.30, Lab. Fall. DR. HYNES.

Same as above course.

CHEM. 23 - 24.—Qualitative Analysis, II. (4 points.)

S., 9-11.45; 12.30-2.30. Spring. DR. HYNES.

In this course stress is laid on the isolation and determination of the non-metallic or acid-forming elements and the radicals which they form. In addition, due consideration is also given to those reactions characterizing dry analysis.

CHEM. 23 b - 24 b.—Qualitative Analysis, II. (4 points.)

Tu. and Th., 11, Lect.; Tu. and Th., 12.30, Lab. Spring. DR. HYNES.

Same as above course.

CHEM. 25.—Micro-Qualitative Analysis. (3 points.)

Hours to be arranged. Spring. Dr. Hynes.

This course employs a systematic method for the detection of the cation and anions by means of microtechnique. It includes the use of the centrifuge, micro filter, spot tests and thread staining reactions.

CHEM. 31 - 32.—Qualitative Analysis, I. (4 points.)

S., 9-11.45; 12.30-2.30. Spring. Fr. Power, S.J., and Assistants.

This course involves the theoretical and practical study of principles underlying volumetric problems and their applications.

CHEM. 31 b - 32 b.—Quantitative Analysis, I. (4 points.)

Tu. and Th., 12.30. Fall or Spring. Fr. Power, S.J., and Assistants.

Same as above course.

CHEM. 33 - 34.—Quantitative Analysis, II. (4 points.)

S., 9-11.45; 12.30-2.30. Spring. Fr. Power, S.J., and Assistants.

The principles and practices of gravimetric analysis are covered in this course, involving the important anions and cations.

CHEM. 33 b - 34 b.—Quantitative Analysis, II. (4 points.)

Tu. and Th., 12.30. Spring. Fr. Power, S.J., and Assistants.

Same as above course.

CHEM. 41, 42, 43, 44.—Organic Chemistry. (8 points.)

S., 9.30-11.30; 12-3. Fall and Spring. Dr. Nord and Assistants.

Various classes of alipathic compounds are studied from the standpoint of synthesis, behavior, structure and applications. CHEM. 41 and 42 refer respectively to the lecture and laboratory of the first part. In the second half, a study is made of the cyclic series and of some of the most important heterocyclic compounds.

CHEM. 41 b - 44 b.—Organic Chemistry. (8 points.)

Tu. and F., 11, Lect. F., 12.30; F., 1.30, Lab. Fall and Spring.
Dr. Nord and Assistants.

Same as above course.

CHEM. 41 c - 44 c.—Organic Chemistry. (8 points.)

M. and Th., 12.30, Lect.; Tu. and Th., 1.30, Lab. Fall and Spring.
Fr. Muenzen, S.J.

Same as above course.

CHEM. 65.—Application of Mathematics to Chemistry. (2 points.)

(Prerequisite: Trigonometry.)

Hours to be arranged. Dr. Martin.

A course for students of chemistry who have not the time to take the regular courses in analytical geometry, differential and integral calculus, or for those who wish to review these subjects before beginning the study of the mathematical branches of chemistry. It is intended to familiarize the student with the treatment of experimental results by mathematics.

CHEM. 71, 72, 73, 74.—Physical Chemistry. (8 points.)

(Prerequisites: CHEM. 31 - 32; MATH. 31; PHYS. 11 - 12.)

Hours to be arranged. Dr. Martin.

A course dealing with the fundamental principles of chemistry. These principles are dealt with from a mathematical standpoint by means of problems and experiments. Special emphasis is placed on application to organic and physiological chemistry. Two hours lecture and four hours laboratory per week throughout the year.

CHEM. 75 - 76.—Introductory Physical Chemistry. (4 points.)

Tu. and Th., 12.30. Spring. Dr. Martin.

This briefer course is designed for prospective medical students who wish an introductory acquaintance with physical chemistry as applied to medicine. Two hours lecture, four hours laboratory per week.

Methods of Teaching Chemistry in Secondary Schools.

Cf. EDUC. 114.

ECONOMICS

ECO. 1.—Economics I. (2 points.)

Tu., 4.15, Fall; Dr. Arent. S., 11.05, Fall; Fr. Burke, S.J. M., 6.15, Spring; Dr. Deshel.

Brief survey of the history of economic doctrines; "Rerum Novarum"; "Quadragesimo Anno"; Production; Distribution; a criticism of the economic aspects of collectivism; private ownership; price-policies; land; labor; capital.

ECO. 2.—Economics II. (2 points.)

M., 6.15, Fall, Dr. Deshel. Tu., 4.15, Spring, Dr. Arent. S., 11.05, Spring, Fr. Burke, S.J.

Transportation; money; credit; banking; commerce; Federal Reserve System; forms of business organization; government regulation; consumption; government expenditure and revenues; the tax system; application of the principles of Social Justice.

ECO. 10.—Economic Geography. (2 points.)

Th., 4.15. Fall. Dr. Arent.

Survey of the field and functions of economic geography; interrelationships of environment and human needs and activities; production and distribution of food supplies and raw materials; leading industries; land and water routes; world trade and international commercial relations; recent changes in relation to industries and resources; economic nationalism.

ECO. 16.—Economic History of the United States. (2 points.)

F., 4.15. Spring. Fr. Burke, S.J.

The division of the subject is as follows: Early settlements in the new world; physical geography; colonial times; the colonial policy of England; the revolution and its economic causes; financing of the Revolutionary War; banking in the United States; the Westward movement—its causes and effects; commerce; industries; labor.

ECO. 20.—Money and Banking. (2 points.)

Th., 4.15. Spring. Dr. Arent.

Underlying economic principles; money; credit and credit instruments; the standard question; monetary developments in the United States from 1792 to the present day; classification of credit institutions; foreign banking systems; the Federal Reserve System; present tendencies in banking in the United States.

ECO. 30.—Labor Problems. (2 points.)

Not given 1938-1939. Mr. Collins.

Origins and historical development of current labor problems; evaluation of the contributions of the state, the employer and employee groups to the solution of these problems.

EDUCATION

Dr. Byrns, *Director of Teacher Training*

EDUC. 11.—History of Education, I. (2 points.)

S., 11.05. Fall; Dr. J. Redden. Th., 8.05, Fall; Mr. Healy.

A general survey of the history of education from ancient times to the Protestant Reformation. Particular attention will be given to the following topics: Greek education; Roman education; the beginnings and main contributions of Christianity; the monasteries and the preservation of learning; the Carlovingian Revival; the school system and education of the Middle Ages; Scholasticism; Universities; the Renaissance; Humanism.

EDUC. 12.—History of Education, II. (2 points.)

S., 11.05, Spring; Dr. J. Redden. Th., 8.05, Spring; Mr. Healy.

A general survey of the history of education from the Protestant Revolution to the present time. The following topics will be treated: The Protestant Revolution; the Catholic Revival; realism and the early scientific movement; the enlightenment; naturalism; school reforms of the Eighteenth and Nineteenth Centuries; the improvement of method; beginnings of education in America and early national influences in the United States; development of free schools, establishments of school supervision; the extension of the system; high schools, normal schools and state universities; national systems of France, Prussia and England; Federal relations to education in United States.

EDUC. 13.—Introductory Philosophy of Education, I. (2 points.)

M., 4.15, Fall; S., 9.15, Spring. Fr. Smith, S.J.

This course is intended to make clear the relation that exists between the Catholic theory of education and its underlying Scholastic philosophy. It treats of the sources of educational theory, both natural and supernatural, and selects from these sources, as matter for closer study, philosophy, pointing out its importance and absolute necessity in the formulation of such theory. This relation between philosophy and education is discussed, together with the reasons for the failure of modern theories to admit the relationship and the resulting confusion in educational theory and practice. Among the philosophies that have affected educational theory, the following are chosen for special study: Naturalism, Idealism, Pragmatism, Socialism, Scholasticism.

EDUC. 14.—Introductory Philosophy of Education, II. (2 points.)

M., 4.15, Spring; S., 9.15, Fall. Fr. Smith, S.J.

With Scholasticism as the basic philosophy, the following topics are studied: Nature and function of education; aims in education; the educator;

the rights of the family, Church and State in education; the child and its nature; the means of educating; physical education; intellectual education; moral and religious education; character education; the educational environment; the place of religion in the school and its importance as the only sound basis for character education.

EDUC. 15.—Principles of Elementary Education. (2 points.)

S., 1.15, Fall. Mr. L. Kearney.

This course will begin with a consideration of the more important principles contributed to elementary education by religion, philosophy, ethics, biology, psychology and sociology. The following topics will be treated: Nature and scope of elementary education, aims and functions, original nature of the child, interest, motivation and attention, methods of teaching and learning, the curriculum, individual differences, objective tests and measurements, articulation of units, and the qualifications of teachers.

EDUC. 16.—Methods and Problems of Elementary Education. (2 points.)

S., 1.15. Spring. Mr. L. Kearney.

This course is a practical application of the principles of elementary education. It is designed to acquaint the teacher with the various methods and problems of elementary school instruction. The following topics will be studied: The first days of teaching, economy in classroom management, discipline, motivation, lesson planning, the assignment, the use of the question, habit formation, the drill and repetition method, projects and problems, socialized recitation, individual differences, visual aids, object lessons, reviews, tests and examinations, records and reports.

EDUC. 17.—Principles of Secondary Education. (2 points.)

Th., 4.15. Fall. Dr. J. Redden.

After a brief consideration of the nature, scope and organization of secondary education, treatment will be given to the following topics: Aims and objectives of secondary education, physical and mental characteristics of students, principles of learning, methods of teaching, the program of studies, vocational training and guidance, intelligence and educational tests, modern special functions and issues of secondary education, teacher's qualifications, extra-curricular activities, relation to higher and lower education.

EDUC. 18.—Methods and Problems of Secondary Education. (2 points.)

Th., 4.15. Spring. Dr. J. Redden.

The aim of this course is to direct the teacher in the application of the principles of secondary education in the work of classroom instruction. The various methods and problems of the secondary school teacher will be treated. Among the topics studied are the following: Preparation for the first days of teaching, economy in classroom management, discipline, motivation, lesson planning, the assignment, the use of the question, the drill lesson, supervised study, project-problem method, socialized recitation, visual instruction, the appreciation lesson, review and reorganization lessons, the use of new type examinations, marking and grading, records and reports.

EDUC. 29 - 30.—A Study of the Child. (4 points.)

S., 11.05. Fall and Spring Dr. Whalen.

A study of the development of the normal child (mainly) from birth through the preadolescent period. This course will stress the pedagogical implications of the developmental stages of infancy and childhood and difficulties

encountered by the child in passing from one stage to the other. It will discuss physical, emotional, intellectual, moral and social development and explain the meaning of the mental hygiene program.

EDUC. 31 - 32.—Educational Psychology, I and II. (4 points.)

Tu., 4.15, Fall and Spring; Dr. Byrns. Th., 6.15, Fall and Spring; Mr. J. Connors.

An introduction to the more important psychological principles as they apply in the field of education. The first section will include a discussion of developmental tendencies, motivation, the learning process and the factors influencing efficient learning, transfer of training, understanding and generalizing. The second section will include an application of the concepts of mental age and educational age in meeting individual needs, the exceptional child, the significance of special disabilities and the application of general principles in the learning of the fundamental subjects.

EDUC. 37.—Elements of Achievement Testing. (2 points.)

W., 4.15. Fall. Mr. J. Connors.

An introductory survey will be made of the more important achievement, diagnostic and survey tests. Techniques for scoring, presentation and interpretation of results will be given.

EDUC. 38.—Elements of Intelligence Testing. (2 points.)

W., 4.15. Spring. Mr. J. Connors.

A brief survey will be made of intelligent tests. Their historical development, uses, limitations and relations to measures of achievement will be treated. The techniques for presenting results and assumptions underlying measures of intelligence will be reviewed.

EDUC. 41 - 42.—Observation and Practice Teaching.

Hours to be arranged. Fall and Spring. Dr. Byrns.

There will be one hour of formal lecture and discussion each week in connection with this course.

Applicants for this course must have a general academic record of at least "C" and a record of at least "B" in their major subjects. All applicants will be required to pass tests in Speech and in written English before they are placed for practice teaching. In addition, they must furnish a physician's certificate of good health.

EDUC. 101.—Arithmetic for Elementary School Teachers. (2 points.)

S., 9.15. Fall or Spring. Mr. Scoppa.

This course, while covering the work of all the elementary grades, emphasizes the work in the first three grades and the problems involved in introducing the child to number concepts. The arithmetic curriculum is studied together with approved methods of presentation. Practical demonstrations will be given.

EDUC. 103.—Reading in the Elementary Grades. (2 points.)

S., 9.15. Fall or Spring. Dr. Whalen.

Factors involved in successful oral and silent reading; vocabulary studies; phonics; primary reading techniques and tests.

EDUC. 104.—Visual Aids in Education. (2 points.)

S., 11.05. Fall or Spring. Dr. Robinson.

This course takes up the aims and psychological basis of visual aids in the classroom; the techniques of the various types, including moving pictures, glass and film slides, stereographs, maps, charts, models, pictures, dramatization, etc.; demonstration lessons applying visual methods to the subjects of the curriculum; the administration and supervision of visual education.

EDUC. 105.—English for Elementary School Teachers. (2 points.)

S., 11.05. Fall or Spring. Mr. Scoppa.

This course covers the teaching of English in Grades 4-8.

EDUC. 107.—Social Studies for Elementary School Teachers. (2 points.)

S., 11.05. Fall or Spring. Dr. Finley.

Current techniques in the teaching of journey, regional and human geography; problems and projects, excursions and visual aids; supervised study in geography. The elementary school syllabus in history—its aims, its methods and its subject-matter. The chief topics will be so studied as to give the teacher the wider range of knowledge requisite in guiding pupils to organize their ideas and to see causes and results.

EDUC. 108 - 109.—Contents and Methods in Teaching Religion. (4 points.)

F., 4.15. Fall and Spring. Fr. Gebhard.

Religious education brought in conformity with the principles of applied psychology and modern pedagogy. Adaptation, apperception, correlation, sense and emotional training, habit formation and the psychology of action. Models in method; the Gospels, the Fathers and the practice of the Church. The Liturgy as a vehicle of character education. Catechetical method evaluated. An analysis of the more important methods in vogue and an outline of principles applicable to elementary and secondary education.

EDUC. 111.—Drawing for Elementary School Teachers. (2 points.)

S., 1.15. Spring. Sr. St. Jeanne, C.N.D.

This course will exemplify the New York Diocesan Syllabus in drawing. Art principles will be studied in theory and practice periods. Methods of presentation and illustration will be featured.

EDUC. 112.—Health Education. (2 points.)

S., 9.15. Fall or Spring. Miss Jones.

In this course emphasis is placed upon the factors responsible for the development and maintenance of optimal health in the elementary school teacher and pupil.

EDUC. 113.—First Aid Course for Teachers. (2 points.)

S., 1.15. Fall or Spring. Dr. W. Redden.

This course includes theory, practice and teaching methods in First Aid; a study of accident causation and accident prevention. The object of the course is to qualify students as Red Cross First Aid instructors.

EDUC. 114.—Methods of Teaching Chemistry in Secondary Schools. (2 points.)

F., 4.15. Fall or Spring. Instructor to be announced.

The course is designed primarily for those who wish to acquaint themselves with the most modern theories and practices relating to the teaching of chemistry in secondary schools. Some of the topics the course will deal with are: Subject-matter in New York Syllabus. Other State Syllabi. The basis for the selection of material. The organization and presentation of material. The laboratory—its aims and objectives. Critical evaluation of the various articles and studies relating to the teaching of chemistry. Tests and measurements in chemistry. Chemistry in light of modern pedagogy.

EDUC. 115.—Extra-Curricular Activities. (2 points.)

M., 8.05. Fall or Spring. Mr. L. Kearney.

The relation of extra activities of school life as an aid to training for citizenship and as a means of introducing the pupil to education for leisure time will be studied. The correlation of these activities with the school curriculum and the relation of extra activities to the question of vocational guidance will be examined. Among the activities that will be considered are: Play in education, athletics, with particular reference to the organization and management of competitions; the school newspaper, the school assembly.

EDUC. 116.—Drawing for Junior High School Teachers. (2 points.)

S., 1.15. Fall. Sr. St. Jeanne, C.N.D.

This course will consist of freehand representative and study of perspective; study of color and design principles with practical applications; posters and lettering; art in home and dress.

EDUC. 127.—Teaching Composition in Junior and Senior High Schools. (2 points.)

S., 11.05. Fall. Mr. Moriarty.

This is a practical treatment of the fundamentals of writing and speaking as it affects the junior or senior high school student. Through discussions, readings, reports and demonstrations the prospective teacher of language is prepared to face the common classroom situations and problems of the subject.

EDUC. 128.—Teaching Literature in Junior and Senior High Schools. (2 points.)

S., 11.05. Spring. Mr. Moriarty.

Students intending to teach high school English will find this study helpful. The objectives in literature instructions, classroom problems and methods of dealing with the presentation of classics read on these levels are some of the topics dealt with here.

EDUC. 133 - 134.—Methods and Devices in Teaching English to Non-English-Speaking Adults. (4 points.)

Th., 6.15. Fall or Spring. Mr. Curzan.

An outline of the general procedure of teaching English and citizenship and the special technique required with beginning and advanced groups of non-English-speaking adults will be presented, together with an outline of the procedure of naturalization and a discussion of a course of study in naturalization aids for aliens. Those satisfactorily completing the course will receive from the State Department of Education a certificate in immigrant training, which satisfies one of the requirements for eligibility to teach English and citizenship in the evening schools conducted by the Board of Education.

EDUC. 135.—Methods of Teaching Health Education. (2 points.)

W., 4.15. Fall or Spring. Miss Jones.

In this course special consideration is given to methods of teaching the principles of health education.

EDUC. 139.—Phonetics for Modern Language Teachers. (2 points.)

W., 4.15. Fall or Spring. Mr. Pittario.

A general course dealing with the theory and practice of the science of speech sounds as applied to modern foreign languages, especially French, Spanish, German and Italian. The study and analysis is based on English sounds, emphasizing the differences between English and foreign pronunciation. The topics treated will be: Production of speech sounds, sound changes, word groups, rhythm and intonation. There will be graded exercises in the standard pronunciation of modern foreign languages, practice in the use of the symbols of the International Phonetic Association, and intensive oral and ear training. The course is intended for students and teachers of modern foreign languages and teachers of English to foreigners. No previous knowledge of phonetics is necessary.

EDUC. 141.—Methods of Teaching Modern Foreign Languages in Secondary Schools, I. (2 points.)

S., 9.15. Fall. Mr. Pittaro.

The teaching of modern foreign languages will be discussed and progressive practices in methods will be evolved to meet present-day conditions in the junior and senior high schools. The main principles of language teaching will be applied to French, Spanish, German and Italian. Attention is given to the selection and handling of material, with practical demonstrations by the instructor. There will be lectures, individual and group projects, readings, reports, discussions and a critical examination of modern language bibliography. For teachers in service, department heads and those who are preparing to teach modern foreign languages.

EDUC. 142.—Methods of Teaching Modern Foreign Languages in Secondary Schools, II. (2 points.)

S., 9.15. Spring. Mr. Pittaro.

A concrete and practical course in which the fundamental principles of modern language teaching will be projected into classroom practice. It consists of the following steps: Mastery of subject-matter to be taught, preparation for teaching by observation, making unit plans. Emphasis will be placed on the classroom technique of reading, grammar and composition in the modern language recitation. Students will work out daily lesson plans from standard texts used. The selection of text-books, tests and measurements, new-type examinations, visual aids, realia and other vitalized material will receive careful consideration. A term paper will be required on a personal investigation of some problem in modern language teaching.

EDUC. 147 - 148.—Methods of Teaching Social Studies in Secondary Schools. (4 points.)

Tu., 4.15. Fall and Spring. Dr. Finley.

This course is devoted to a study of the general problems of social studies-teaching with special reference to the high school. It will consider the nature of social studies; their relation to other subjects, and their place in education; selection of subject-matter and their arrangement in courses of study; effective presentation of materials of instruction; judging text-books; collateral reading; testing results.

EDUC. 151 - 152.—Methods of Teaching Mathematics in Secondary Schools. (4 points.)

S., 10.05. Fall and Spring. Professor to be announced.

Specific lessons according to modern trends. Interpretation of the State Syllabi of New York and New Jersey. Lessons in algebra and elementary trigonometry in the first semester; lessons in demonstrative geometry in the second semester. This course also affords an excellent opportunity to students who wish to review elementary high school mathematics.

EDUC. 153.—Methods of Teaching Mathematics in Junior High Schools. (2 points.)

Tu., 4.15. Fall or Spring. Mr. Scoppa.

This course will cover diagnostic procedures, remedial work, problem solving, graphic devices and the application of mathematical routines to life situations. The course of study is considered in terms of the nature and needs of young adolescents and pre-adolescents. Elementary Algebra and the rudiments of Geometry will receive special consideration.

EDUC. 155.—Methods of Teaching General Science in Secondary Schools. (2 points.)

Th., 4.15. Fall or Spring. Mr. Moseley.

The course will deal with the aims of general science, syllabus problems with special reference to the recently adopted course of study for New York City schools, lesson types, lesson planning, evaluation of texts, various science sequences, organization of science content, testing, drill and review. The relative values of the demonstration *versus* the laboratory technique will be surveyed. Emphasis will be placed on current studies of the teaching of science and upon the work of associations and societies interested in the progress of science education.

EDUC. 162.—Practicum: Organization, Administration and Supervision of Sight Conservation Classes. (2 points.)

W., 4.15. Fall. Miss Dillon.

This course deals with the history and development of the sight conservation class movement; the administration of the classes; the ocular and pedagogical supervision of the classes. Some of the topics the course will deal with are: Children requiring the advantages of sight conservation class work; ophthalmological care; standards of school lighting; value of good lighting to students; decoration of the rooms; color of the ceiling and walls and general equipment; qualifications of teachers. It is a practical course for those preparing to teach a sight conservation class and for those interested in sight conservation of children in general.

EDUC. 163.—Practicum: Observation and Methods of Teaching Sight Conservation Classes. (2 points.)

W., 4.15. Spring. Miss Dillon.

This course is designed to acquaint teachers with the best modern methods used with partially-sighted children. Demonstration lessons and observations in a sight conservation class; visits to lighting laboratories will be features of the course. There will be regular discussion of individual problems arising from common eye defects found among school children; discussions of problems arising from lighting conditions. Materials and equipment suitable for sight conservation classes examined. Opportunity for practice teaching in a demonstration sight conservation class is offered.

EDUC. 164.—Eye Hygiene, Anatomy, Physiology. (2 or 4 points,)

N.B.—Those who wish observation and clinical work should register for 4 points.

F., 4.15. Fall or Spring. Miss Dillon.

This course deals with the anatomy of the eye, the process of vision, the function of the appendages of the aye; lectures on refractive errors and common eye diseases found among children. Lectures and demonstration of cases by the medical staff in an eye hospital or eye clinic are included in the course.

EDUC. 165.—Mental, Social, and Vocational Adjustments of the Physically Handicapped. (2 points.)

F., 6.15. Fall or Spring. Miss Dillon.

This course will deal with finding and teaching the blind and partially-seeing; mental hygiene for the visually handicapped; mental, social and vocational problems of the visually handicapped.

EDUC. 166.—Psychology of the Physically Handicapped. (2 points.)

M., 4.15. Fall or Spring. Miss Dillon.

This course deals with special educational and psychological problems presented by the blind and partially-seeing; the mechanisms of adjustment of the blind and partially-seeing will be considered. Attention will be given to the psychology of personality, special psychological problems, case studies, etc.

EDUC. 167.—Methods of Teaching Handwork. (2 or 3 points.)

S., 11.05. Fall or Spring. Miss Dillon.

Methods featuring the necessary technique in handwork for the handicapped child. This course will include methods of teaching paper folding, construction work, cord and raffia work, flower making, clay modeling, woodwork, chair caning, basketry, hooked rug weaving, crocheting, knitting and novelties. The care and preparation of materials, the manipulation of materials, the use of tools and the sources of supplies will be stressed. A series of interesting and artistic projects will be planned and completed during the course.

ENGLISH

Mr Connors, *Head of Department*

While all courses offered in the English Department are open to both matriculated and non-matriculated students, certain courses are required for students seeking a degree. *Group 1. All matriculated students* must take the following courses: ENG. 1 - 2 - 3, 11 - 12 - 13. *Group 2. Students majoring in English* must also take: ENG. 23 - 24 - 25, 29 - 30. *Group 3.* The following are *elective courses:* ENG. 15, 16, 19 - 20, 31 - 32, 39 - 40, 45, 53, 61.

ENG. A.—Fundamentals of English. (No credit.)

M., 6.15. Fall; F., 4.15. Spring. Miss Newman.

A remedial course for students who have difficulties in elementary English composition. The following will be dealt with: grammar, sentence structure, punctuation, mechanics, spelling, and vocabulary. Theory, practice in writing, drill work to correct individual weaknesses.

ENG. 1.—English Composition, I. (2 points.)

At the first meeting of this class, all students will take a diagnostic test in English usage, vocabulary, and spelling. Students failing in one or more parts of the diagnostic test will be permitted to remain in the composition class, but only on probation. Before the end of the semester, a second diagnostic test will be given to the students who failed to pass the first. Students failing in any part of the second diagnostic test will not be permitted to take the final examination in the course, and will be given a grade of "F" for the course.

W., 4.15, Fall; Mr. Hines. F., 6.15, Fall; Dr. Haley. S., 1.15, Fall; Mr. Moriarty. . S., 1.15, Spring; Mr. Grace.

The general aim of the three courses in English composition is to train the student, through motivated written exercises, in the organization of thought and in its adequate expression. The specific aim of English Composition, I is to provide the student with a mastery over the principles of writing; to help him to write correctly and precisely. The following will be dealt with: the whole composition; words; the paragraph; the sentence; unity, coherence, and emphasis; and, exposition.

ENG. 2.—English Composition, II. (2 points.)

(Prerequisite: ENG. 1, or its equivalent.)

W., 4.15, Fall; Fr. Donnelly, S.J. W., 4.15, Spring; Fr. Donnelly, S. J. F., 6.15, Spring; Dr. Haley. S., 1.15, Spring; Mr. Moriarty.

The specific aim of this course is to train the student in persuasive writing by teaching him the processes of logical thought. The following will be dealt with: argumentation; conviction—evidence, the syllogism, and reasoning; persuasion—its elements; formal argument—stating the proposition, issues, the brief.

ENG. 3.—English Composition, III. (2 points.)

(Prerequisite: ENG. 1 and 2, or their equivalents.)

F., 6.15, Fall; Mr. Grace. S., 1.15, Fall; Dr. Connolly. W., 4.15, Spring; Mr. Hines. F., 6.15, Spring; Mr. Hines.

The specific aim of this course is to train the student's powers of observation and to develop versatility in his writing efficiency by giving him experience in the methods and problems of special forms of writing. The following will be dealt with: description; narration; selected forms of writing—the essay, the satire, the editorial, the feature article, the research paper, types of informational narrative; style in writing; facility in writing.

ENG. 11.—Introduction to Literature, I. (2 points.)

Th., 4.15, Fall; Mr. Grace. W., 8.05, Fall; Mr. Grace. S., 11.05, Fall; Mr. Grace. S., 9.15, Spring; Mr. Hines.

The general aim of the three introductory courses in literature is to stimulate in students a critical taste in regard to books and a permanent interest in literature, through an understanding of the thought and sensitiveness to the expression in the selections studied. Introduction to Literature, I comprises: an analytic consideration of the term *literature;* an understanding of prose as a medium of expression and as an art—through study of the essay, selected types of informational narrative, and the short story.

ENG. 12.—Introduction to Literature, II. (2 points.)

Th., 4.15, Spring; Mr. Hines. W., 8.05, Spring; Mr. Grace. S., 11.05, Spring; Mr. Grace.

This course comprises: a consideration of the relationship between literature and the contemporary life that inspires it, through studies of the several movements in the progress of the drama of Europe; critical analyses of selected plays with the view of determining the elements embodied in *dramatic art* and in *dramatic literature.*

ENG. 13.—Introduction to Literature, III. (2 points.)

F., 4.15, Fall; Mr. Connors. S., 9.15, Fall; Mr. Hines. M., 6.15, Spring; Mr. Hines.

This course comprises: a consideration of the personality of the Poet, the distinctive features of his expression, and the quality and value of his thought; study of poetry as a medium of expression and as a fine art.

ENG. 15.—Types of Prose. (2 points.)

Th., 4.15, Fall; Mr. Moriarty. W., 6.15, Spring; Mr. Moriarty.

A study of the distinguishing features of the essay, of biography, of the novel, and of the short story, with a survey of the development of each. Analyses of representative selections from the works of prominent English and American authors.

ENG. 16.—Theory, Appreciation, and Criticism of Poetry. (2 points.)

Th., 4.15, Spring; Mr. Connors.

The nature and province of poetry. Rhythm and tone color. The inner substances of poetry: thought, the imaginative element, the emotional appeal. Narrative, lyric, and dramatic poetry. Minor forms. Trends in modern verse.

ENG. 19.—Drama, I. (2 points.)

Tu., 4.15, Fall; Mr. Grace.

A survey of drama, from its origin in the religious ceremonies of the Greeks to the closing of the theatres, in England, in 1642; a study of the works of the chief writers and of the art of the theatre during the Classic, the Mediæval, and the Renaissance periods.

ENG. 20.—Drama, II. (2 points.)

Tu., 4.15, Spring; Miss McGrath.

A study of the drama, from the end of the Renaissance to the present day. Emphasis will be placed upon the development and growth of the Modern drama.

ENG. 23.—English Literature to 1603. (2 points.)

Tu., 4.15, Fall; Mr. Connors. S., 9.15, Fall; Mr. Connors.

A comprehensive survey of English literature from its Celtic and Anglo-Saxon beginnings to the close of the Elizabethan age. The ideas and forms of Mediæval and Renaissance literature. Detailed study of *Beowulf,* and the works of Chaucer, Spenser, Shakespeare, Jonson, and Bacon. National life and character as reflected in the literature of England.

ENG. 24.—Seventeenth and Eighteenth Century English Literature. (2 points.)

Tu., 4.15, Spring; Mr. Connors. S., 9.15, Spring; Mr. Connors.

A thorough examination of English literature from the close of the Elizabethan age to 1798: the Cavalier and Puritan influence, the growth of classicism in English letters, the advance of romanticism. Critical appreciation and interpretation of the writings of Milton, Bunyan, Dryden, Defoe, Pope, Swift, Addison, Steele, Johnson, Goldsmith, Burns, and others.

ENG. 25.—Main Currents in Nineteenth Century English Literature. (2 points.)

M., 4.15, Fall; Mr. Hines. Tu., 6.15, Fall; Mr. Hines.

A study of the principal literary movements in England from 1798 to the close of the Nineteenth Century. The Romantic and the Victorian schools of writing. The progress in prose and in verse. The outstanding men of letters, their works and their influences. Contemporary thought as revealed in the writings of the age.

ENG. 29.—American Literature to 1861. (2 points.)

W., 4.15, Fall; Mr. Connors. Th., 6.15, Fall; Mr. Connors.

Survey of the literature of the American Colonies and of the new nation up to the Civil War. Indian folk-lore, songs, and legends. Letters, diaries, and reports. The influence of Puritanism upon the writers of New England. The growth of a secular literature and the imitation of English prose and verse styles. The effects of nationalism and romanticism upon the writers of the early Nineteenth Century. The works of Irving, Cooper, and Bryant. Transcendentalism, and the attempt to establish a literary culture. A critical study of Emerson, Hawthorne, Longfellow, Lowell, Holmes, Whittier, Melville, and Poe.

ENG. 30.—American Literature, from 1861 to 1914. (2 points.)

W., 4.15, Spring; Mr. Connors. Th., 6.15, Spring; Mr. Connors.

The literature of the Civil War. The Westward expansion and the spread of native story-telling—folk-lore, ballads, and tall tales. The rise of realism and the further development of the frontier spirit in American literature. Consideration of Whitman, Lanier, Twain, Howells, James, and Dickinson. The element of social revolt in the literature of the early Twentieth Century. Garland, Moody, and other writers. An interpretation of national life and character in America.

ENG. 31.—Ancient Classics, I: Greek Literature. (2 points.)

S., 11.05, Fall; Mr. Murphy.

A study of the poetry, drama, and prose of Greece; a consideration of the works of representative authors through the medium of English translations. The literary culture of Greece and its influence upon the literature of western Europe.

ENG. 32.—Ancient Classics, II: Roman Literature. (2 points.)

S., 11.05, Spring; Mr. Murphy.

A study of the poetry, drama, and prose of Rome; a consideration of the works of representative authors through the medium of English translations. The literary culture of Rome and its influence upon the literature of western Europe.

ENG. 39.—Contemporary Literature, I. (2 points.)

F., 4.15, Fall; Dr. Connolly.

The chief English poets and prose writers of the Twentieth Century. The Celtic revival. The spirit of present-day writing and the quality of mind which underlies it. The scope and the significance of the Catholic literary resurgence.

ENG. 40.—Contemporary Literature, II. (2 points.)

F., 4.15, Spring; Mr. Connors.

Critical studies of the principal American authors since 1914. Current vogues in prose and verse, and the trend in the modern drama. An interpretation of contemporary life and letters in the United States.

ENG. 45.—Shakespeare. (2 points.)

M., 4.15, Spring; Mr. Grace.

A study of ten of Shakespeare's most important plays, with particular stress upon his power at a poet and his ability as a dramatic craftsman. The relation between these two aspects of Shakespeare will be analyzed in the interpretation of some of his principal characters. Contemporary forces as they affected the Elizabethan theatre.

ENG. 53.—Studies in Comparative Literature. (2 points.)

M., 4.15, Fall; Mr. Connors.

A survey of the main literary movements in Europe during the mediæval and the modern periods. Study of the works of representative Continental authors through the medium of English translations. The influence of Continental literature upon the growth and development of the literature of England.

ENG. 61.—History of the English Language. (2 points.)

M., 4.15, Spring; Dr. Reber.

This course is intended for students doing intensive work in the fields of English and Speech. A study will be made of the principal changes in speech sounds, word structure, and grammar. The survey will begin with a consideration of the Indo-European languages and will cover the main developments in the language through the Anglo-Saxon and Middle English periods.

Phonetics.

Cf. SPEECH 10 - 11.

Oral Interpretation of Literature.

Cf. SPEECH 21.

Methods of Teaching English in Secondary Schools.

Cf. EDUC. 127 - 128.

MODERN LANGUAGES

Mr. James Kearney, *Program Adviser*

FRENCH

Major in French: Students majoring in French must take FRENCH 15 - 16, 17, 18, 19, 20, 21 - 22, 23, 24. They must also take Phoenetics for Modern Language Teachers, EDUC. 139.

FRENCH 1 - 2.—Elementary French. (4 points.)

S., 11.05. Fall and Spring. Mr. Pittaro.

No previous knowledge of French required. The course is intended for those wishing to begin the study of French and for graduate students desiring to comply with language requirement for advanced degrees. The instruction is planned so as to enable students to read at sight ordinary French prose and acquire a broad vocabulary. A careful study of the essentials of grammar and syntax will be taken up, together with simple composition. Attention will be paid to correct pronunciation, to the understanding of simple spoken French.

FRENCH 3 - 4.—Intermediate French. (4 points.)

F., 4.15. Fall and Spring. Mr. J. Kearney.

This course is particularly designed for students who have completed the elementary course and wish to continue French and increase their reading knowledge, as well as for those who are returning to the study of French after a lapse of time and wish an opportunity for review. The first semester will consist principally of a thorough review of the grammar. The second semester will consist of intermediate readings, with conversation and dictation.

FRENCH 15.—College French, I.—Practical Review Course. (2 points.)

Tu., 8.05; S., 9.15. Fall. Tu., 6.15; Spring. Mr. J. Kearney.

This course includes advanced composition, a minute study of grammatical exceptions and idiomatic expressions, with translation of modern authors to serve as a basis for French conversation. In order to assure a common working norm for every student, all Freshmen are required to follow this course.

FRENCH 16.—College French, II. (2 points.)

Tu., 8.05; S., 9.15. Spring. Mr. J. Kearney.

)*Prerequisite:* FRENCH 15 or equivalent.)

This course is a continuation of FRENCH 15.

FRENCH 17.—College French, III—French Classics. (2 points.)

Tu., 6.15. Fall. S., 11.05. Spring. Mr. J. Kearney.

(*Prerequisite:* FRENCH 15 or equivalent.)

Study of the lines of Molière and his place in French literature; reports and discussions with conversations in French based on the text of his best known works.

FRENCH 18.—College French, IV—French Classics. (2 points.)

(*Prerequisite:* FRENCH 15 and 16 or equivalent.)

S., 11.05. Fall. Mr. J. Kearney.

Study of the lines of Corneille and Racine and their places in French literature; reports and discussions with conversations in French based on the text of their best known works.

FRENCH 19.—French Literature: Beginning to the End of the Seventeenth Century. (2 points.)

M., 4.15. Fall. Mr. J. Kearney.

A comprehensive survey of the origins, principal movements and authors from the beginning up to the Classical Period.

FRENCH 20.—French Literature from the Eighteenth Century to the Contemporary Period. (2 points.)

M., 4.15. Spring. Mr. J. Kearney.

A comprehensive survey of the origins, principal movements and authors.

FRENCH 21 - 22.—French Culture and Civilization. (4 points.)

Th., 4.15. Fall and Spring. Mr. Calvacca.

A study of the intellectual, political and cultural evolution of the French nation, from its origin to the present day, through lectures and general discussion. Special emphasis on the parallel development of French history, thought, art and literature.

FRENCH 23.—French Romanticism. (2 points.)

Tu., 6.15. Fall. Mr. Calvacca.

A study of the Romantic period of French literature—its poetry, prose and theatre. Special emphasis will be placed on the work of Lamartine, Musset and Hugo.

FRENCH 24.—Post-Romantic Literature of the Nineteenth Century. (2 points.)

Tu., 6.15. Spring. Mr. Calvacca.

A study of the literary movements of the Nineteenth Century—realism, naturalism and symbolism, with emphasis on the important authors of each movement.

Phonetics for Modern Language Teachers. (2 points.)

Cf. EDUC. 139.

Methods of Teaching Modern Foreign Languages in Secondary Schools. (4 points.)

Cf. EDUC. 140 - 141.

GERMAN

GERMAN 1 - 2.—Elementary German. (4 points.)

W., 4.15. Fall and Spring. Mr. Tausk.

No previous knowledge of German required. The course offers an excellent opportunity to those desiring to begin the study of German, and to graduate students looking forward to meeting the language requirement for advanced degrees. The main emphasis is laid on developing reading ability and acquisition of vocabulary. Essential principles of grammar and easy conversation are included in the course in so far as these elements will further the chief aim, namely, developing reading ability.

GERMAN 3.—Intermediate German. (2 points.)

(*Prerequisite:* GERMAN 1 - 2 or equivalent.)

S., 11.05. Fall.

The course is designed especially for those who have completed the elementary course and who wish to increase their reading knowledge of German. It includes translation and sight-reading in texts selected on the basis of variety of style, vocabulary and interest. It will appeal especially to those who studied German some time ago and wish an opportunity for review.

GERMAN 4.—Advanced German. (2 points.)

S., 11.05. Spring.

The course continues the objectives described in GERMAN 3, but is not dependent upon it. It aims further to develop reading-power and is an excellent preparation for the more advanced courses.

GERMAN 15.—College German, I—German Classics. (2 points.)

Tu., 4.15. Fall. MR. TAUSK.

Lessing: A brief survey of the life of Lessing and his place in literature. *Minna von Barnhelm* is read with conversation in German based upon the text. Reports and discussions. The course will help the student understand and study with profit the classical period of German literature.

GERMAN 16.—College German, II—German Classics. (2 points.)

Tu., 4.15. Spring. MR. TAUSK.

Schiller: The course will deal with the life and works of Schiller, Germany's greatest dramatist. Reports and discussions. Reading of *Wilhelm Tell*, with conversation in German based upon the text. The student will find opportunity for furthering his understanding of the classical period of German literature.

GERMAN 17.—College German, III—German Classics. (2 points)

Not given 1938-1939.

Goethe: A study of Goethe's life and works and of his influence upon literature. Reports and discussions. Reading of *Hermann und Dorothea.* This course completes the cycle of introductory courses dealing with this classical period of German literature.

GERMAN 21 - 22.—Conversation and Composition. (4 points.)

(*Prerequisite:* Two years of German or equivalent.)

S., 9.15. Fall and Spring. MR. TAUSK.

Composition includes a rapid review of German grammar practically applied in the translation of sentences and connected prose illustrating particular principles. Conversation is based on topics of general interest drawn from newspapers and other sources. Later, translation of shorter connected stories and original composition, including letter-writing, is attempted.

GOVERNMENT

GOVT. 1.—American National Government. (2 points.)

W., 6.15. Fall. Instructor to be announced.

A comprehensive analysis and survey of the structure and function of American National Government; emphasis on constitutional aspects; major problems discussed critically; suggested and adopted solutions; dominant trends of remedial action.

GOVT. 2.—State and Local Government in the United States. (2 points.)

W., 6.15. Spring. Instructor to be announced.

Critical examination of the constitutional relations among Federal, State and local government in the United States; analysis of the structures and functions of State and local government; critical evaluation of the suggested and adopted solutions to State and local problems.

GOVT. 32.—Factors of International Relations. (2 points.)

F., 4.15. Fall. Dr. Hemleben.

Geographic, economic, psychological and cultural factors; critical analysis of nationalism, imperialism, militarism and military alliances, secret diplomacy, public opinion; contemporary international problems.

GOVT. 34.—History of International Relations. (2 points.)

Not given 1938-1939. Dr. Hemleben.

Brief survey of international relations in ancient, mediæval and early modern times; special reference to the detailed outworking of the factors of international relations through a study of pre-war diplomatic history; careful consideration of the causes of the World War in the light of recent investigations; peace movements and international organization. Advisable to take Factors of International Relations as prerequisite.

GOVT. 49.—Contemporary Political Problems and their Historical Backgrounds. (2 points.)

Not given 1938-1939. Mr. Mannion.

Some aspects of the New Deal; tariff and reciprocity; neutrality and our isolation tradition; labor and politics; social security; taxation and government spending; critical analysis of communism; current constitutonal problems.

HISTORY AND SOCIAL STUDIES

Dr. Hemleben, *Head of Department*

All candidates for a degree, except those majoring in History, are required to take Hist. 1 - 2, 3 and 4 and Eco. 1 - 2.

Majors in History: All students majoring in History are required are required to take Hist. 1 - 2, 3, 10 - 11, 21, 23, 24, 30 - 31, 40, 41, 42, 43, and Eco. 1 - 2. In addition, students are advised to take Govt. 1 and 2.

Majors in Social Studies: All students majoring in Social Studies are required to take Hist. 1 - 2, 3 - 4, Eco. 1 -2, 10, 20, Soc. 1 - 2, Govt. 1 - 2, 32, Hist. 30 - 31, 42, 43.

Majors in History and Majors in the Social Studies may with the consent of the Program Adviser make substitutions from other offerings of the Department, except that all Majors in History must take Hist. 1 - 2, 3, Eco. 1 - 2 and Majors in the Social Studies must take Hist. 1 - 2, 3 - 4, and Eco. 1 - 2.

HIST. 1.—The Middle Ages, I. (2 points.)

Th., 4.15, Fall; W., 8.05, Fall; F., 6.15, S., 11.05, Spring. Mr. Collins. M., 6.15, S., 11.05, Fall. Mr. Mannion.

The Church and the Roman Empire; breakdown of Roman administration in the West; barbarian invasions and settlements; Byzantine Empire; rise and spread of Mohammedanism; Monasticism and the contributions of the Church to early mediæval civilization; growth and disruption of the Frankish Empire. Course extends from A.D 325 to about 1100.

HIST. 2.—The Middle Ages, II. (2 points.)

(*Prerequisite:* HIST. 1.)

S., 11.05, Fall; W., 8.05, Th., 4.15, Spring; Mr. Collins. M., 6.15, S., 11.05, Spring; Mr. Mannion.

The Feudal Age; Investiture Struggle; Crusades; Papacy and temporal powers; learning and the arts; the Church in mediæval life and culture; trade,

commerce and the guilds; life in country and town; decline of feudalism and rise of national monarchies; Hundred Years' War; Avignon and the Great Schism; the "Conciliar" movement; mediæval legacy to modern culture. Course extends from 1100 to 1500.

HIST. 3.—Early Modern European History, 1500-1713. (2 points.)

M., 4.15, Tu., 8.05, Fall; Dr. Hemleben. W., 6.15, Spring; Mr. Collins.

The Rise of National States; Expansion of Europe; dynastic conflicts; the Intellectual Quickening; backgrounds and course of the Protestant Revolt; Catholic Reformation; Absolutism and Imperialism; Colonial rivalries; development of representative government; special emphasis on the history of the Church.

HIST. 4.—Survey of Modern History, Eighteenth Century to the Present. (2 points.)

M., 4.15, Tu., 8.05, Spring. Dr. Hemleben.

Rise of new Powers; "The Age of Reason"; French Revolution; Napoleonic Era; Industrial Revolution; Church and State in the Nineteenth Century; nationalism and imperialism; growth of democracy; contemporary social and cultural problems; special emphasis on the relation of the Church to nationalism.

HIST. 10.—The Ancient Orient and Greece. (2 points.)

Tu., 6.15. Fall.

Brief survey of civilization in the Ancient Near East; Egypt, Babylonia, Assyria, Palestine; Western Asia; Ægean world; Homeric Age; industrial revolution and colonial expansion; Persian Wars; Athenian Empire; Age of Pericles; Peloponnesian Wars; Alexander the Great; Hellenistic culture.

HIST. 11.—Roman History. (2 points.)

Tu., 6.15. Spring.

Etruscans; early Rome; Roman conquest of Italy, Punic Wars; world dominion, overthrow of the Republic; Age of Augustus; decline of the Empire.

HIST. 21.—Era of French Revolution and Napoleon. (2 points.)

M., 8.05. Spring. Mr. Collins.

"Intellectual Revolution"; Ancient Régime; Estates General; National Assembly and reforms; Limited Monarchy; First French Republic; Consulate; Napoleonic Empire; Decline of Empire; Restoration of the Bourbons.

HIST. 23.—Modern European History, 1815-1870. (2 points.)

W., 6.15. Fall. Mr. Collins.

The French Revolution as a vestibule to the Nineteenth Century; Settlement of Vienna; Era of Metternich; Industrial Revolution; growth of democracy and nationalism; special reference to the Italian *Risorgimento* and the unification of Germany.

HIST. 24.—Modern European History, 1870-1918. (2 points.)

F., 4.15. Spring. Dr. Hemleben.

Economic problems; scientific and cultural achievements; the history of Great Britain, France, Italy, Spain, Germany, Austria-Hungary, Russia and the Ottoman Empire in this period; expansion of Europe; brief survey of the historical background of the World War; the World War of 1914-1918.

HIST. 30.—The World Since the World War, I. (2 points.)

W., 4.15; S., 9.15. Fall. Dr. Hemleben.

Problems resulting from the Peace Treaties; post-bellum history of Germany, France, England and Ireland; current affairs; emphasis on geographic backgrounds.

HIST. 31.—The World Since the World War, II. (2 points.)

W., 4.15; S., 9.15. Spring. Dr. Hemleben.

Post-bellum history of Italy, Russia, the minor countries of Europe; Africa and Asia since the War; the United States and world affairs; contemporary problems; emphasis on geographic backgrounds. Advisable to take the World since the World War, I, as prerequisite.

N.B.—Students wishing to satisfy New York Diocesan School Board requirements should register for HIST. 44 - 45. School of Education students majoring in History or electing courses in American History should register for HIST. 40, 41, 42 and 43.

HIST. 40.—American History, 1492-1828. (2 points.)

Th., 8.05. Fall. Mr. Mannion.

European backgrounds; English colonies in America; conflict between England and France for control of North America; causes, course and results of the American Revolution; Articles of Confederation; formation of the Constitution; rise of political parties; War of 1812; development of nationalism.

HIST. 41.—American History, 1828-1865. (2 points.)

Th., 8.05. Spring. Mr. Mannion.

Jacksonian democracy; nullification; realignment of parties; westward expansion; War with Mexico; changing economic and social conditions; slavery; abolitionist movement; compromise of 1850; sectionalism; secession and the Civil War; foreign relations.

HIST. 42.—American History, 1865-1898. (2 points.)

Tu., 4.15. Fall. Mr. Mannion.

Reconstruction; party politics; agricultural changes; development of the West; transportation; industrial expansion; finance; tariff; capitalism and big business; labor movements; Cleveland and Reform; Western discontent; free silver; changes in American life; Spanish-American War.

HIST. 43.—American History, 1989 to the Present. (2 points.)

Tu., 4.15. Spring. Mr. Mannion.

Imperialism; national politics; economic problems; reformist attempts of Roosevelt and Wilson; participation in the World War; United States and the Caribbean; post-bellum problems; social and cultural changes; the economic depression and the New Deal; contemporary America.

HIST. 44.—American History, I. (2 points.)

S., 9.15. Fall. Mr. Mannion.

A brief survey of the Colonial and Revolutionary Periods; the making of the Constitution; rise of political parties; the Supreme Court and Marshall; War of 1812; Jacksonian democracy; sectionalism; economic and social changes; Westward Expansion; Mexican War; slavery; the Civil War; course extends to 1865.

HIST. 45.—American History, II. (2 points.)

S., 9.15. Spring. Mr. Mannion.

Political Reconstruction; government by party; agricultural changes; the West; railroad expansion; the new industrialism; Agrarian Revolt; Imperialism; Roosevelt and the reform movement; organized labor; "The New Freedom"; World War; post-war problems; Depression; the New Deal; contemporary problems; course extends from 1865 to present.

HIST. 48.—Social History of the United States Since 1865. (2 points.)

Not given 1938-1939. Mr. Mannion.

The new West; growth and spread of population; immigration and labor; results of urban growth; agrarian discontent; feminism; prohibition and other reform movements; social effects of economic changes.

HIST. 50.—Spanish-American History. (2 points.)

Not given 1938-1939.

The rise of Spanish-American Republics; relations with one another, with Europe and with the United States from 1808 to date. The Monroe Doctrine; Pan-Americanism; present situation.

HIST. 101.—Introduction to Historical Research. (2 points.)

Hours to be arranged. Either semester. Dr. Hemleben.

Training in the principles of critical scholarship; independent work in research on an individual problem involving the use of primary sources. Limited to Juniors and Seniors majoring in History or the Social Studies; admission only by written permission of the Program Adviser.

Factors of International Relations.

Cf. GOVT. 32. Dr. Hemleben.

History of International Relations.

Cf. GOVT. 34. Dr. Hemleben.

Contemporary Political Problems and their Historical Backgrounds.

Cf. GOVT. 49. Mr. Mannion.

ITALIAN

Major in Italian: Students majoring in Italian must take ITALIAN 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26. They must also take Phonetics for Modern Language Teachers, EDUC. 139.

ITAL. 1 - 2.—Elementary Italian. (4 points.)

W., 4.15. Fall and Spring. Mr. Palminteri.

A beginner's course which will also prove useful to those who have a slight knowledge of Italian and desire to review the elements of the language. It comprises the fundamentals of grammar and syntax; training in correct pronunciation; oral and written exercises; conversation based on prepared assigned readings.

ITAL. 3.—Intermediate Italian. (2 points.)

S., 11.05. Fall. Mr. Calvacca.

This course is designed especially for those who have completed the elementary course and who wish to increase their reading and speaking knowledge of Italian. It includes a brief review of grammar, idiomatic expressions, composition, selected readings and translations drawn from Italian classic writers of all periods.

ITAL. 4.—Advanced Italian. (2 points.)

S., 11.05. Spring. Mr. Calvacca.

This course continues the objectives described in ITAL. 3, but ITAL. 3 is not a prerequisite for it. It will deal particularly with contemporary short story writers.

ITAL. 15.—College Italian, I—Manzoni: "I Promessi Sposi." (2 points.)

(*Prerequisite:* A reading knowledge of Italian translation and conversation based on the text.)

W., 6.15. Fall. S., 11.05. Spring. S., 9.15. Fall. Mr. Calvacca.

An analytical study of Manzoni's masterpiece, with particular stress on the religious, linguistic and æsthetic importance of the novel.

ITAL. 16.—College Italian, II—The Comedies of Goldoni. (2 points.)

(*Prerequisite:* A reading knowledge of Italian.)

W., 6.15. Spring. S., 9.15. Spring. Mr. Calvacca.

A brief survey of the life of Goldoni and his contribution to Italian literature. Several representative plays will be read and discussed; conversation in Italian based on the plays read.

ITAL. 17.—College Italian, III—The Italian Masterpieces. (2 points.)

(*Prerequisite:* A reading knowledge of Italian.)

S., 11.05. Fall. Mr. Palminteri.

Selected readings in Dante, Petrarca, Boccaccio, Ariosto, Machiavelli, Castiglione, Tasso, Goldoni, Leopardi, Carducci. Collateral readings and reports.

ITAL. 18.—Italian Literature, Part I—From the Middle Ages to the Renaissance. (2 points.)

(*Prerequisite:* A reading knowledge of Italian.)

W., 4.15. Fall. Mr. Calvacca.

A study of the literature of the Thirteenth, Fourteenth and early Fifteenth Centuries. Readings and reports.

ITAL. 19.—Italian Literature, Part II—From the Renaissance to Romanticism. (2 points.)

(*Prerequisite:* A reading knowledge of Italian.)

W., 4.15. Spring. Mr. Calvacca.

A study of the literature of the Seventeenth and Eighteenth Centuries. Readings, discussions and reports.

ITAL. 20.—Italian Literature, Part III—Italian Literature in the Nineteenth Century. (2 points.)

(*Prerequisite:* A reading knowledge of Italian.)

Not given 1938-1939.

A study of the drama, novel and the lyrical poetry of Italy from the beginning of romanticism to the death of Carducci. Readings, discussions and reports.

ITAL. 21.—Dante: "La Divina Commedia." (Inferno.) (2 points.)

Th., 6.15. Fall. Mr. Palminteri.

Introduction to the study of the *Commedia.* Reading and interpretation of the *Inferno.*

ITAL. 22.—Dante: "La Divina Commedia." (Purgatorio.) (2 points.)

Th., 6.15. Spring.

ITAL. 23.—Dante: "La Divina Commedia." (Paradiso.) (2 points.)

Not given 1938-1939.

ITAL. 24.—Dante: Minor Works. (2 points.)

Not given 1938-1939.

The *Vita Nuova* and selections from the minor works will be read and commented.

ITAL. 25.—Ariosto: "Orlando Furioso." (2 points.)

Not given 1938-1939.

This course will include: an introductory critical study of Ariosto's sources, predecessors, art and influence; and the reading of the more significant and æsthetic passages of the poem.

ITAL. 26.—Tasso: "La Gerusalemme Liberata." (2 points.)

Not given 1938-1939.

The artistic characters, peculiarities and import of Tasso's epic will be studied and discussed. A great part of the work will be read and commented.

Methods of Teaching Modern Foreign Languages in Secondary Schools. (4 points.)

Cf. EDUC. 141 - 142.

Phonetics for Modern Language Teachers.

Cf. EDUC. 139.

LATIN

LATIN 11 - 12.—Latin Composition. (4 points.)

S., 9.15. Fall and Spring. Mr. Walsh.

Latin composition for undergraduates of Freshman year.

LATIN 13.—Cicero: "Pro Archia" and "Pro Marcello." (2 points.)

S., 11.05. Fall. Mr. Egan.

Translation and syntax. Study of language and style.

LATIN 15.—Livy: Book XXI. (2 points.)

S., 1.15. Fall. Mr. Egan.

LATIN 16.—Cicero: "Pro Lege Manilia." (2 points.)

S., 11.05. Spring. Mr. Egan.

The speech of Pompey's Command rhetorically analyzed. Brief review of syntax. Cicero's *In Verrem* will also be read to contrast the work of the orator in a flawless cause with his work as political propagandist.

LATIN 30.—Virgil—Georgics. (2 points.)

S., 1.15. Spring. Mr. Egan.

MATHEMATICS

MATH. 13.—Solid Geometry. (2 points.)

Tu., 4.15. Spring. Fr. Lambe.

Simple models constructed and studied. Theorems and problems, with practical applications.

MATH. 15.—Plane Trigonometry. (2 points.)

Tu., 4.15. Fall. Fr. Lambe.

Trigonometric functions. Formulæ. Solution of the plane triangle. Trigonometric equations and identities. Problems.

MATH. 21.—College Algebra, I. (2 points.)

S., 11.05. Fall. Mr. Shields.

Theory of equations. Horner's methods. Cardan's solution of the cubic equation. The bi-quadratic. Permutations and combinations. Choice and chance. Partial fractions.

MATH. 22.—College Algebra, II. (2 points.)

S., 11.05. Spring. Mr. Shields.

Determinants. Applications in mathematical analysis. Complex numbers. De Moivre's theorem. Infinite series. Binomial theorem.

MATH. 32.—Analytic Geometry. (2 points.)

S., 9.15. Fall or Spring. Mr. Shields.

Systems of co-ordinates. Loci and equations. The conic sections. The general quadratic and loci.

MATH. 61.—Differential Calculus. (2 points.)

Th., 4.15. Fall. Mr. Shields.

Differentiation of algebraic and transcendental functions. Problems of rates, maxima and minima, curvature, etc. Geometrical and physical applications of derivatives and differentials.

MATH. 62.—Integral Calculus. (2 points.)

Th., 4.15. Spring. Mr. Shields.

Fundamental methods of integration and reduction of expressions to standard integrable forms. Indefinite and definite integrals, problems of areas, volumes, length of curves, mean values, motion, etc.

MATH. 63.—Advanced Calculus. (2 points.)

Not given in 1938-1939.

Continuation of MATH. 61 and 62. Taylor's series. Curve tracing. Complex variable. Double and triple integration.

Methods of Teaching Arithmetic in Elementary Schools.

Cf. EDUC. 101.

Methods of Teaching Mathematics in Junior High Schools.

Cf. EDUC. 153.

Methods of Teaching Mathematics in Secondary Schools.

Cf. EDUC. 151 - 152.

MUSIC 50.—Appreciation of Music. (2 points.)

S., 1.15. Fall or Spring. Miss McGLINCHEY.

This course consists of a brief survey of the development of music from primitive to modern times. Through illustrations and analysis of the work of the best composers, the course aims to develop an appreciation of music.

MUSIC

MUSIC 50.—Appreciation of Music. (2 points.)

S., 1.15. Fall or Spring. Miss McGLINCHEE.

This course consists of a brief survey of the development of music from primitive to modern times. Through illustrations and analysis of the work of the best composers, the course aims to develop an appreciation of music.

PHILOSOPHY

PHIL. 1.—Introduction to Philosophy and the Philosophy of Nature. (2 points.)

Tu., 4.15, Dr. CHAPMAN. F., 6.15, S., 11.05, Mr. SULLIVAN, Fall.

M., 8.05, S., 9.15, Dr. McNEILL. Tu., 4.15, Spring, Dr. O'MEARA.

A. Introduction to Philosophy. (15 hours.)

A brief preparatory survey of general philosophical questions; the definition and divisions of philosophy; philosophy and science; philosophy and theology; philosophy and common sense; historical indications; the periods of Scholastic philosophy.

B. Philosophy of Nature. (15 hours.)

The following cosmological problems are then considered: The two approaches to the study of nature—the scientific and the philosophical. Material and formal objects of Cosmology. Hylomorphic explanation of the nature of matter. Mechanism; dynamism. Space and time. Efficient and final cause of the material universe. Theories of evolution. Finality. The material order. Laws of Nature. Determinism. Miracles.

PHIL. 2.—General Psychology, I. (2 points.)

Tu., 4.15, F., 6.15, S., 11.05, Fall, Dr. McNEILL. Tu., 4.15, F., 6.15, S., 11.05, Spring. Dr. CHAPMAN.

Distinction between the science and the philosophy of the living organism. Nature, grades and origin of life. The organic conditions of consciousness.

Sensation; the external senses; perception; the internal senses. Sensitive appetite; feelings and emotions. The nature of sensory life. The origin of animal life. Theories of evolution.

PHIL. 3.—General Psychology, II. (2 points.)

M., 8.05, Dr. Pollack. Th. 4.15, Dr. McNeill, Fall. Tu., 4.15, F., 6.15, S., 11.05, Spring, Dr. McNeill.

The human mind. The meaning of intelligence. The distinction between sensory and intellectual cognition. Conceptual, judgmental and inferential processes. Rational appetency and human freedom. Types of volition. Motivation. Attention. Action. Habit. Character. The human soul as form of the body. Unity, substantiality, subsistence, spirituality, simplicity and immortality of the soul.

PHIL. 4.—Philosophy of Being. (2 points.)

W., 8.05, Dr. Chapman, F., 4.15, Dr. McNeill, S., 9.15, Mr. Sullivan, Fall. M., 8.05, Mr. Sullivan, Th., 4.15, Dr. Chapman, Spring.

Philosophy of Being defined and situated among the sciences; its difference from theology and the particular sciences; its relationship to common sense. Stages in arriving at the notion of being; degrees of abstraction; total and formal abstraction; the transcendental attributes of being. Essence and existence; analogy; actual and potential being and the problem of change; truth and falsity; goodness and evil; beauty and ugliness.

PHIL. 5.—Philosophy of Being and Logic. (2 points.)

W., 8.05, Dr. McNeill, F., 4.15, Dr. Pollack, Spring.

A. Philosophy of Being. (15 hours.)

This course continues the studies taken up in PHIL. 4 and considers the categories as distinguished from the transcendentals. Substantial and accidental being. Substance and the nine accidents. Causality.

B. Logic. (15 hours.)

The three operations of the mind. The concept, the judgment and the classification of propositions. The syllogism, laws, kinds, figures and modes. Fallacies.

PHIL. 6.—Theories of Knowledge. (2 points.)

Not given 1938-39.

The *truth* of thought, as distinguished from the formal *correctness* of thought. Criticism of false teachings on the possibility and nature of knowledge: scepticism, agnosticism, positivism, methodic doubt. Universal ideas: the doctrine of moderate realism; criticism of nominalism, conceptualism, exaggerated realism. The ultmate criterion of truth and certitude; inadequate criteria. The certitude of faith contrasted with philosophic certitude; Divine revelation; authority, human and divine, human testimony. Philosophic method and scientific method.

PHIL. 7.—Natural Theology. (2 points.)

M., 4.15, Mr. Sullivan, Th., 6.15, Dr. Pollack, Fall. Th., 4.15, Dr. McNeill, S., 9.15, Dr. Pollack, Spring.

The presuppositions, content, and method of natural theology. Man's knowledge of God; its possibility and nature; the way of remotion and the way of analogy. Erroneous opinions: agnosticism; ontologism, traditionalism. The demonstrability of the existence of God. The kind of demonstration possible; criticism of the argument of St. Anselm. Metaphysical, physical and

moral arguments for the existence of God. The analogical character of human knowledge of God's attributes. The divine knowledge; the will of God. Creation, conservation, concurrents, providence. God as the final cause of the universe.

PHIL. 8.—General Ethics. (2 points.)

Tu., 8.05, Mr. Batten, S., 1.15, Fr. Cahill, Fall. W., 4.15, Fr. Cahill, Spring.

The science of ethics defined; its place among the sciences. The derivation of ethical principles and their relation to existence. Man's final end. Criticism of hedonism, utilitarianism, stoicism, etc. The structure of the human act. Moral good and evil. Moral determinants. The criteria of morality. Theories of moral Positivists. The eternal law. Natural law.

PHIL. 9.—Individual and Social Ethics. (2 points.)

W., 4.15, Fr. Cahiill, Fall. Tu., 8.05, Mr. Batten, S., 1.15, Fr. Cahill, Spring.

Relationship between ethical principles and their application. Man's rights and duties as a social individual in his threefold relation to God, himself, and his fellow-men, and to material nature. Natural religion; duties to God; rationalism, indifferentism. Man's duties to self; duty of attaining last end; duties to soul and body, education, lying, suicide, killing, war. Man's social nature developed by participating in society: societies of family, state, Church and other associations. Trade unions, strikes. The right of ownership. Two-fold aspect of ownership. Socialism, Communism.

PHIL. 20.—Philosophy of Evolution. (2 points.)

S., 9.15, Fall. Dr. McNeill.

This course will treat of such so-called evolutionary philosophies as have appeared consequent upon the appearance of Darwin's "Origin of Species." Special treatment of William James, Herbert Spencer, Henri Bergson, John Dewey.

PHIL. 21.—Special Problems in St. Thomas' Philosophy of Knowledge. (2 points.)

S., 9.15, Spring. Mr. Sullivan

This course will be a text seminar on Question 85 of the First Part of the Summa Theologica of St. Thomas, wherein are outlined the general problems of human knowledge.

PHIL. 30.—Introduction to the History of Greek Philosophy. (2 points.)

Not given in 1938-1939.

An introduction to the basic philosophical problems and their treatment by the early Greek and Roman philosophers. Original sources will be read in translation, and emphasis will be placed on the recurrent problems unifying the diverse contributions. Special attention will be given to the problems of being and becoming, knowledge, happiness, unity and multiplicity.

PHIL. 31.—History of Modern Philosophy from Descartes to Kant. (2 points.)

Not given in 1938-1939.

This will be a seminar course in typical writings of the outstanding representatives of Empiricism and Rationalism from Descartes to Kant.

Introductory Philosophy of Education.
Cf. EDUC. 11 - 12.

General Sociology.
Cf. SOC. 1 - 2.

RELIGION

REL. 11.—Popular Apologetics, I. (2 points.)

Th., 8.05, Spring, Fr. Dwyer, S.J. and S., 9.15, Fall, Fr. Glenn Walsh, S.J.

Revelation, natural and supernatural. Miracles and prophecies. The Christian revelation. The Divinity of Christ.

REL. 12.—Popular Apologetics, II. (2 points.)

Th., 8.05, Fall, Fr. Dwyer, S.J. S., 9.15, Spring, Fr. Glenn Walsh, S.J.

The institution and end of the Church. The constitution of the Church. St. Peter given the primacy of jurisdiction. The Pope, the successor of St. Peter. The infallibility of the Pope. The marks of the Church. Church and State.

REL. 13 - 14.—Sociological Values of Religion. (4 points.)

Not given in 1938-1939.

The ideas of progress, culture and civilization analyzed and treated historically. The energizing influence of Christianity to every detail of human welfare. Development of culture and civilization through the Christian religion by its directive, authoritative, legislative and interpretative influence on such problems as human life, personality, labor, marriage, government, health, property, wages.

REL. 15 - 16.—Grace and the Sacraments. (4 points.)

M., 4.15, Fall and Spring, Fr. Dwyer, S.J.

Christian Supernatural Life. Supernatural Life, the Sonship of God. Supernatural virtues and motives, faith, hope and charity. Supernatural power, actual grace. Helps to live the supernatural life, prayer, mortification, the sacraments and sacramentals and devotions.

Contents and Methods in Teaching Religion.
Cf. EDUC. 108 - 109.

SCIENCE

SCI. 1.—General Science, I. (2 points.)

M., 4.15, Dr. Conroy. Tu., 6.15, Miss Jones, Fall. F., 8.05, Spring, Mr. McAloon.

A general study of matter and energy relative to physics, chemistry and biology. The following subjects are considered: the structure of matter. The elements. Common inorganic and organic compounds. States of matter. Laws governing matter as a gas, a liquid, or as a solid. Use of matter as a gas, liquid, or solid, by man. How water serves man. Electricity in the service of man. Clothing: source and care. Light in the service of man. Life on earth. Diseases and how we fight them. Contributions of science for the conservation of health. Weather and climate, etc.

SCI. 2.—General Science, II. (2 points.)

(*Prerequisite:* SCI. 1.)

F., 8.05, Fall, Mr. McAloon. M., 4.15, Dr. Conroy. Tu., 6.15, Spring, Miss Jones.

Continuation of SCI. I.

A study of matter and energy relative to physics, chemistry and biology.

SCI. 23.—Physiology and Hygiene, I. (2 points.)

Tu., 4.15. Fall. Th., 6.15. Spring. Miss Jones.

This course includes a general study of the structure and functions of the skeletal, muscular, digestive, circulatory, respiratory, excretory, reproductive and nervous systems. Also a general survey of the scientific knowledge relative to the health of the individual and the community. Hygiene of nutrition, exercise and rest.

SCI. 24.—Physiology and Hygiene, II. (2 points.)

(*Prerequisite:* SCI. 23.)

Tu., 4.15. Spring. Th., 6.15. Fall. Miss Jones.

This course presents the principles of physiology, with a study of the important part taken by air, water, soil, food bacteria, in relation to health.

SCI. 71.—Food and Nutrition, I. (2 points.)

W., 6.15., and S., 1.15. Fall. S., 11.05. Spring. Miss Jones.

In this course, the essentials of an adequate diet for individuals and groups of different ages and different conditions of health and activity will be discussed. Special emphasis will be placed on dietary needs of the growing child and the ways in which the parents or teacher who has a working knowledge of nutrition can contribute to the health and well-being of children by the practical application of the principles of nutrition to daily living. This course will be of special interest to social workers and teachers of home economics and physical education. It will be equally helpful to elementary and high school teachers and teachers in continuation schools.

SCI. 72.—Food and Nutrition, II. (2 points.)

S., 11.05. Fall. W., 6.15, S., 1.15. Spring. Miss Jones.

This course continues the work of SCI. 71.

Health Education.

Cf. EDUC. 112.

Methods of Teaching Health Education.

Cf. EDUC. 135.

(For other courses in Science, look under Biology, Chemistry.)

SOCIOLOGY

SOC. 1.—General Sociology I. (2 points.)

S., 11.05, Fall; M., 6.15, Spring. Dr. Arent.

Nature and scope of Sociology; the approaches to Sociology; the Catholic viewpoint in Sociology; heredity; environment; eugenics, race and race problems; population; personality; machinery of social adjustment; personality maladjustments.

SOC. 2.—General Sociology II. (2 points.)

M., 6.15, Fall; S., 11.5, Spring. Dr. Arent.

Primitive man and his culture; contemporary primitives and their social life; successive theories in evolutionary ethnology and modern ethnology; modern man and his social problems; poverty; dependency; crime; family disorganization.

Social History of the United States since 1865.

Cf. HIST. 48. Mr. Mannion.

Social Studies for Elementary School Teachers.

Cf. EDUC. 107. Dr. Finley.

Methods of Teaching Social Studies in Secondary Schools.

Cf. EDUC. 147 - 148. Dr. Finley.

Current Events Conferences. (No academic credit.)

M., 2.30. Fall and Spring. Dr. Hemleben and Staff.

Round table discussions on present political, economic and social problems; presentation of student papers; occasional guest speakers; critical evaluation of contemporary questions in their historical backgrounds.

SPANISH

Major in Spanish: All students majoring in Spanish are required to take SPAN. 15, 16, 17, 18, 21 - 22, 23 - 24, 35 - 36, 37 - 38.

SPAN. 1 - 2.—Elementary Spanish. (4 points.)

S., 9.15. Fall and Spring. Miss Lane.

No previous knowledge of Spanish required. This course will comprise a thorough study of the fundamentals of grammar, the acquisition of a broad basic vocabulary including the most common idiomatic expressions, conversation, elementary composition and reading. It will serve as a basis for a thorough study of the language and as a preparation for the extensive reading knowledge necessary to comply with the language requirements for advanced degrees.

SPAN. 3 - 4.—Intermediate Spanish, I and II. (4 points.)

(*Prerequisite:* SPAN. 1 - 2.)

Th., 4.15. Fall and Spring. Miss Lane.

This course is a continuation of SPAN. 1 - 2. It provides a fine opportunity to those who, having an elementary knowledge of Spanish, wish to develop a greater facility in reading, as well as to those who are returning to the study of Spanish after a lapse of time and wish to renew their former knowledge. It includes translation and sight-reading in texts chosen for their variety of style, vocabulary and interest.

SPAN. 15.—College Spanish, I—Moderns. (2 points.)

(*Prerequisite:* SPAN. 4 or two years of high school Spanish.)

S., 11.05. Fall. Miss Lane.

This course is required of all Freshmen planning to major or fulfill the language requirement in Spanish. There will be a thorough review of the grammar, together with composition, conversation and the reading of modern authors.

SPAN. 16.—College Spanish, II—Moderns. (2 points.)

(*Prerequisite:* SPAN. 15 or two years of high school Spanish.)

S., 11.05. Spring. Miss Lane.

This course is a continuation of SPAN. 15.

SPAN. 17.—College Spanish, III—Classics. (2 points.)

(*Prerequisite:* SPAN. 16.)

M., 4.15. Fall. Miss Lane.

This course will study the historical and social background of the Sixteenth and Seventeenth Centuries as well as the life and works of Cervantes. One of the *Novelas Ejemplares* and part of *Don Quijote* will be read.

SPAN. 18.—College Spanish, IV—Classics. (2 points.)

(*Prerequisites* SPAN. 17.)

M., 4.15. Spring. Miss Lane.

The topics covered in this course are: the drama previous to Lope de Vega (a rapid survey); *La Comedia Nueva;* the stage at the time of Lope de Vega; the life, works, and influence of the most important dramatists of the period.

SPAN. 21.—Conversation and Composition. (2 points.)

(This course may be taken with or after SPAN. 15, but *not* before it.)

W., 6.15. Fall. Miss Lane.

This course is designed to give the students ease and fluency in the use of spoken and written Spanish, and to prepare them for the courses in which Spanish is used exclusively. Consequently, the composition and topics for conversation (relatively easy in the beginning) will gradually increase in difficulty.

SPAN. 22.—Conversation and Composition. (2 points.)

(*Prerequisite:* SPAN. 21.)

W., 6.15. Spring. Miss Lane.

This is a continuation of SPAN. 21.

SPAN. 23 - 24.—Advanced Grammar and Composition. (4 points.)

(*Prerequisite:* SPAN. 22.)

F., 4.15. Fall and Spring. Miss Lane.

The first term will be devoted to a study of the fine points of grammar and syntax; the seond term, to advanced composition and the more difficult idiomatic constructions.

SPAN. 27 - 28.—Commercial Spanish. (4 points.)

(*Prerequisite:* SPAN. 22 or equivalent.)

F., 6.15. Fall and Spring. Miss Lane.

The aim of this course is to prepare the student to take complete charge of the Spanish correspondence of an export and/or import firm. The contents include: a rapid survey of commerce in general, and export and import trade in particular; the Spanish-American countries and their methods; letter writing. The greater part of the course will be devoted to commercial correspondence.

SPAN. 35 - 36.—Geography and History of Spain. (4 points.)

(*Prerequisite:* SPAN. 18 or SPAN. 22 or equivalent.)

Not given 1938-1939.

Contents: A study of the geography of Spain, with emphasis on its influence on the character, history and literature of the Spanish people; a general survey of the historical, political and social background of the different periods; Spain's contributions to the world.

SPAN. 37 - 38.—History of Spanish Literature. (4 points.)

(*Prerequisite:* SPAN. 36.)

M., 6.15. Fall and Spring. Miss Lane.

This course covers the more important aspects, movements and authors of Spanish literature from the beginnings, down to the present day.

SPAN. 39.—Geography, History and Literature of South America. (2 points.)

(*Prerequisite:* SPAN. 36.)

Not given in 1938-1939.

A study of the geography; the historical, social and cultural background of the Spanish-American countries. Students who are planning to teach Spanish are strongly urged to take this course.

SPEECH

Mr. Glasgow, *Head of Department*

All candidates for a degree must take SPEECH 1 and 2. Students, who in the judgment of the Department need further Speech work, may be required to take other courses in SPEECH without credit.

Major in Speech: Students who wish to major in Speech must take SPEECH 1 - 2; 4 - 5; 10 - 11; 21; 30 - 31; and ENG. 19. Other courses in Speech are to be taken under the direction of the Program Adviser.

SPEECH 1.—Voice and Diction, I. (2 points.)

(Voice recording fee, $1.00.)

M., 6.15, Fall. Mr. Glasgow.

S., 9.15, F., 4.15. Fall. Miss Martin.

A course for the development of proficiency in the use of the voice and speech mechanism. Skill in the control of the speech organs for facility and accuracy in enunciation, and good vocal quality. Modulation, resonance, volume, inflection, phrasing and other speech attributes will be applied to the expression of ideas. Word pronunciation and careful attention to indistinct speech, lisping, and dialects will constitute part of the procedure.

SPEECH 2.—Voice and Diction, II. (2 points.)

(*Prerequisite:* SPEECH 1 or equivalent. Voice recording fee, $1.00.)

M., 6.15. Spring. Mr. Glasgow.

S., 9.15, F., 4.15, Spring. Miss Martin.

Advanced study of the principles considered in SPEECH 1. Ease, fluency and style suited to conversation, group discussion and teaching will be combined with elemental details for the development of a more artistic delivery. Individual speech records will aid the student in speech diagnosis and appreciation. Recommended for business and the professions.

SPEECH 3.—Remedial Course. (No Credit.)

(*Prerequisite:* SPEECH 1 or 2 or equivalent. Voice recording fee, $1.00.)

Th., 4.15. Fall or Spring. MISS MARTIN.

Intensive, individual training for voice and speech improvement. Special attention will be given to procedures of correction for speech disorders. Exercises and drills for specific difficulties—lisping, nasality and foreign accent—will constitute the basic procedure.

SPEECH 4.—Speech Improvement Theory. (2 points.)

(*Prerequisite:* SPEECH 1 and 2.)

Tu., 4.15. Spring. MR. GLASGOW.

The etiology and treatment of speech defects. A study of methods for the correction of slovenly enunciation, lisping, lallation, hoarseness, nasality, and stuttering. The physics of sound will be applied to voice production and hearing. Demonstrations in the use of testing apparatus for speech diagnoses. Recommended for teachers and all Speech students.

SPEECH 6c1.—Speech Improvement Laboratory. (2 points.)

(*Prerequisite:* SPEECH 1 and 2 or equivalent, and SPEECH 4.)

Tu., 4.15. Fall. MR. GLASGOW.

A laboratory of speech improvement which provides the speech specialist with opportunities to acquire observation and supervised experience in the treatment of speech defects. Reports and case histories will be required.

SPEECH 10.—Elementary Phonetics. (2 points.)

(Recommended for all Speech students. Speech recording fee, $1.00.)

Wed., 4.15. Fall. MR. GLASGOW.

A modern, scientific approach to sound-production in accordance with the standards of the International Phonetic Association. The scope of the course will include: Analysis of book words into their component sounds and transcription in the phonetic equivalent of those sounds; detailed study of vowel and consonant production; practice from dictation for sound perception and auditory memory; and reading from phonetic texts. Speech analyses, in conjunction with the use of individual speech records, will be available for all students.

SPEECH 11.—Intermediate Phonetics. (2 points.)

(*Prerequisite:* SPEECH 1 or equivalent. Recommended for all Speech students. Speech recording fee, $1.00.)

Wed., 4.15. Spring. MR. GLASGOW.

A continuation of SPEECH 10; a detailed study of sounds and larger speech units. Review of publications and opinions of numerous authorities in the field. Advanced dictation. Klinghardt's method of marking intonation. Phonetic transcriptions of dialectal mispronunciations. Speech diagnosis. Principles of sound changes in English language development.

SPEECH 20.—Story-Telling. (2 points.)

(*Prerequisite:* SPEECH 1 and 2 or equivalent. Voice recording fee, $1.00.)

Not given during 1938-1939.

Story-telling as an art and an educative influence on both the speaker and the listener. Imaginative insight, humor, character building. The nature of

juvenile interests. Types of children's stories: Fairy stories, animal stories, myths, legends, hero tales. Stories for adults. Methods of analysis and preparation. This course will be of value for teachers, social workers and studio directors.

SPEECH 21.—Oral Interpretation of Literature. (2 points.)

(*Prerequisites:* SPEECH 1 and 2 or equivalent. Speech recording fee, $1.00.)

S., 11.05. Fall. Mr. Glasgow.

Analysis and oral presentation of prose and poetry for the development of the individual and an appreciation of the finer aspects of literature. The manner of presenting different types of material. Comparison of silent and oral reading and practice in changing literary impressions into expressions. Desirable technical and artistic qualifications will be secured through repeated practice for essentials.

SPEECH 22.—Choral Speaking. (2 points.)

(*Prerequisite:* SPEECH 1 and 2 or equivalent.)

Tu., 6.15. Fall. Miss Martin.

Choric speaking of English verse for various levels in schools and colleges. Studies in cadence, rhythm, tone color, unison-speech, antiphony. Choice of material for special purposes. Methods in directing.

SPEECH 25.—Speech Physiology and Anatomy. (2 points.)

(*Prerequisite:* SPEECH 1 and 2.)

Not given during 1938-1939.

A study of the structure and function of the speech mechanism. Muscular and neural control of the speech organs. Pathological conditions affecting speech. Breathing, phonation, resonance, articulation and their integrated activity in the speech process. Relaxation and the means of alleviating tensions in speech improvement.

SPEECH 26.—Speech Psychology. (2 points.)

(Open only to Juniors and Seniors.)

(*Prerequisite:* SPEECH 1 and 2.)

Not given during 1938-1939.

The normal and abnormal phases of psychology in their association with speech manifestations. The relationship between speech and thought. Speech as a tool of mental growth. The formation of symbols. Motor, sensory and associational activities of the speech areas in the brain. Stuttering, aphasia, speech problems of subnormal children. This course is recommended for teachers and students who wish to specialize in speech work.

SPEECH 30.—Play Production, I. (2 points.)

Fr., 4.15. Fall. Mr. Glasgow.

A course for directors and teachers who wish to produce plays in secondary schools, colleges, community theatres and similar amateur or semi-professional groups. The principles of organization, management, casting, choice of plays, tableaus, make-up and character portrayal will be applied to specific plays. Critical analyses of current legitimate productions.

SPEECH 30 1.—Play Production Laboratory, I. (2 points.)

(*Prerequisite:* Registration, or previous credit, for SPEECH 30 or its equivalent.)

Fr., 2.00. Fall. Miss Martin.

A laboratory course for the acquisition of practical experience in play direction. Students will be given opportunities to supervise class scenes and direct short plays and pantomimes.

SPEECH 31.—Play Production, II. (2 points.)

Fr., 4.15. Spring. Mr. Glasgow.

A study of the selection and use of fabrics, materials and technical equipment necessary for well-designed stage sets. The course content will include the theory of scenery and property construction, painting, scenic design, color, line, lighting, symbolism, stylization and model building.

SPEECH 32.—Play Writing. (2 points.)

Tu., 6.15. Spring.

Elementary principles of play writing and play construction. Adaptation of plays for educational purposes. Dialogue, plot construction, arrangement and interaction of fundamental dramatic situations. An original short play will be one of the course requirements. This course is designed for students who wish to specialize in Speech Education.

SPEECH 33.—Principles of Acting. (2 points.)

S., 11.05. Spring. Mr. Glasgow.

Intensive training for the development of attitudes and habits that are essential to good acting. Stage control of the mind, emotions and body. Requisites of speech and voice. Projection of characterization, emotional memory, æsthetic distance, empathy, imagination and similar features will be discussed and used as part of the class procedure. The material will consist of text-books and scenes from short plays.

SPEECH 40.—Public Speaking, I. (2 points.)

F., 8.05. Fall. M., 8.05. Spring. Mr. Casey.

An intensive practical course for clergymen, teachers, law students and others who are interested in the equipment necessary for meeting an audience in business, social and professional situations. Types and values of public speaking, principles of speech composition and delivery, audience psychology and personality development. Drills and individual practice at each session.

SPEECH 41.—Public Speaking, II. (2 points.)

M., 8.05. Fall. F., 8.05. Spring. Instructor to be announced.

A course designed to expand the principles studied in Public Speaking I. Advanced study of extemporaneous and impromptu speaking, debating and parliamentary procedure. Practice at each session.

SPEECH 50.—Radio Technique. (2 points.)

Not given during 1938-1939.

Lectures on the history of radio, with special attention to the broadcasting technique of European and American stations; radio's future. How a program is drawn up; discussion of sponsored and sustaining programs; how to control your voice for audition work. The art of announcing. A special feature will be a visit to a broadcasting studio in New York, with actual experience before the microphone. Enrollment limited.

SPEECH 52.—Radio Writing. (2 points.)

Not given during 1938-1939.

Training in radio composition and the adaptation of all types of material for radio purposes. Introductions, dramatic skits, expository discourse, news comments, announcements. Radio audience psychology, arousing and maintaining interest, truth, permissible English. Requisites for various types of programs. Historical development of radio writing and professional opportunities in the present and the future. Study and criticism of radio programs. Evaluation and presentation of written assignments. Limited to students who have had two years of literary and dramatic background on the college level. Drama.

Cf. ENG. 19 - 20.

KEATING HALL

FORDHAM UNIVERSITY BULLETIN

ANNOUNCEMENT OF COURSES

GRADUATE SCHOOL

1938-1939

FORDHAM UNIVERSITY
East Fordham Road New York, N. Y.

1938

JULY

Su	Mo	Tu	W	Th	Fr	Sa
..	..	..	..	..	1	2
3	*(4)*	5	6	7	8	9
10	11	12	13	14	15	16
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24	25	26	27	28	29	30
31	..	..	..	..	..	..

AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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1939

JANUARY

Su	Mo	Tu	W	Th	Fr	Sa
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FEBRUARY

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19	20	21	*(22)*	23	24	25
26	27	28	..	..	..	..
..	..	..	..	..	..	..

MARCH

..	..	..	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	..
..	..	..	..	..	..	..

APRIL

..	..	..	..	..	..	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	..	..	..	..	..	..

MAY

..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	*(30)*	31	..	..	..
..	..	..	..	..	..	..

JUNE

..	..	..	..	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	..
..	..	..	..	..	..	..

JULY

Su	Mo	Tu	W	Th	Fr	Sa
..	..	..	..	..	..	1
2	3	*(4)*	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	..	..	..	..	..

AUGUST

..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	..	..
..	..	..	..	..	..	..

SEPTEMBER

..	..	..	..	..	1	2
3	*(4)*	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
..	..	..	..	..	..	..

OCTOBER

1	2	3	4	5	6	7
8	9	10	11	*(12)*	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	..	..	..	..
..	..	..	..	..	..	..

NOVEMBER

..	..	..	1	2	3	4
5	6	*(7)*	8	9	10	*(11)*
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	*(30)*	..	..
..	..	..	..	..	..	..

DECEMBER

..	..	..	..	..	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	*(25)*	26	27	28	29	30
31	..	..	..	..	..	..

Published for FORDHAM UNIVERSITY by FORDHAM UNIVERSITY PRESS,
East Fordham Road, New York, N. Y. GS-15-88-dsss

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Academic Calendar

1938

Sept. 17, 19, 20, 21..Registration Cf. p. 20 for regulations governing registration.

Sept. 21 .....An additional fee of $5.00 will be charged for registration after this date.
No one will be allowed to register after the second lecture of a course. Changes in course must be completed before the second lecture period of a course.

Sept. 22 .....Classes begin. Fall Semester.

Oct. 1 .....Last day for payment of Fall Semester fees.

Oct. 12 .....Holiday—no classes.

Nov. 1 .....Holyday—no classes.

Nov. 8 .....Holiday—no classes.

Nov. 11 .....Holiday—no classes.

Nov. 19 .....Language Examinations.

Nov. 23 .....Thanksgiving recess begins after class on Wednesday.

Nov. 28 .....Classes resumed. Last day for filing dissertations for February graduation.

Dec. 8 .....Holyday—no classes.

Dec. 10 and 17 .....M. A. Comprehensive Examinations.

Dec. 22 .....Christmas recess begins after class on Thursday.

1939

Jan. 3 .....Classes resumed.

Jan. 16, 18, 21 .....Examinations for Monday, Wednesday, and Saturday classes.

Jan. 24, 26, 27 .....Examinations for Tuesday, Thursday, and Friday classes.

Jan. 28, 30, and 31 ..Registration—Spring Semester. Cf. p. 20 for regulations governing registration.

Jan. 31 .....An additional fee of $5.00 will be charged for registration after this date.
No one will be allowed to register after the second lecture of a course. Changes in course must be completed before the second lecture period of a course.

Feb. 1 .....Classes begin. Spring Semester.

Feb. 4 .....Last day for payment of Spring Semester fees.

Feb. 13 .....Holiday—no classes.

Feb. 18 .....Language Examinations.

Feb. 18, 25, and
Mar. 4 .....Ph.D. Comprehensive Examinations.

Feb. 22 .....Holiday—no classes.

Mar. 4 .....Deferred examinations—Fall Semester.

Apr. 3 .....Last day for filing dissertations for June graduation.

Apr. 5 .....Easter recess begins after classes on Wednesday.

Apr. 17 .....Classes resumed.

Apr. 29 and May 6 ...M. A. Comprehensive Examinations.

May 12 .....Rector's Day. Holiday.

May 18 .....Holyday—no classes.

May 20 .....Language Examinations.

May 23, 24, 25, and
27 .....Examinations for Tuesday, Wednesday, Thursday, Saturday classes.

May 29 and June 2 ..Examinations for Monday and Friday classes.

May 30 .....Holiday—no classes.

June 10, 17, and 24 ...Doctorate Comprehensive Examinations.

June 14 .....Commencement.

June 24 .....Deferred Examinations—Spring Semester.

Officers of Administration

Rev. Robert I. Gannon, S.J.
President of the University

Rev. Lawrence A. Walsh, S.J.
Dean of the Graduate School

Rev. Joseph T. Keating, S.J.
Treasurer of the University

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Assistant Treasurer of the University

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Bursar of the University

John J. Propst, B.A.
Registrar of the Graduate School

William J. Roehrenbeck, B.A., B.S. in L.S.
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Graduate Council

Dean and Heads of Departments

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Rev. Demetrius B. Zema, S.J., *Professor of History and Head of Department.*

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B.A., LL.B., Ph.D., Fordham University.

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ERIK VON KÜHNELT-LEDDIHN, *Lecturer in Sociology.*
Ph.D., University of Budapest.

JOSEPH F. MORIARTY, *Lecturer in Education.*
B.A., M.A., St. Peter's College.

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B.S., Fordham College, Manhattan Division, 1935; M.A., Fordham University, 1937.

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B.S., Mt. St. Vincent, 1936.

John D. Dwyer . . . . . *Biology*
B.A., St. Peter's College, 1936.

John Richard Foy . . . . . *Chemistry*
B.S., Fordham College, 1935.

William R. Frasca . . . . . *Political Philosophy*
B.S., Fordham College, Manhattan Division, 1932; LL.B., Fordham University Law School, 1936.

George J. Goepfert . . . . . *Chemistry*
B.A., Fordham College, 1937.

Joseph E. Hansbery . . . . . *History*
B.A., St. Francis College, 1933; M.A., Fordham University, 1935.

Oliver Keyes . . . . . *Physics*
B.S., Fordham College, 1937.

John E. Kouba, Jr. . . . . *Biology*
B.S., Fordham College, 1934; M.S., Fordham University, 1936.

George J. Laemmle . . . . . *Chemistry*
B.S., Fordham College, 1936.

Benedict T. Leonardi . . . . . *Italian*
B.A., Brooklyn College, 1936.

Gerald L. Long . . . . . *Chemistry*
B.S., Kenyon College, 1935; M.S., Iowa State University, 1937.

ISABEL R. MCCAFFERTY . . . . . *Italian*
B.A., College of the Sacred Heart, 1937.

WILLIAM J. MCDERMOTT . . . . . *Chemistry*
B.S., St. Joseph's College, 1931; M.S., St. Joseph's College, 1932.

JOHN MCIVER . . . . . *Political Philosophy*
B.S., in Ed., Teachers College, 1937.

VINCENT J. MCLAUGHLIN . . . . . *Education*
B.A., Fordham College, 1936.

AMY K. MACKENZIE . . . . . *English*
B.A., Mt. St. Vincent, 1936.

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B.A., Fordham College, 1936.

LAWRENCE A. MANN . . . . . *Classics*
B.A., M.A., University of Maine, 1935.

ALFONSO G. MISTRETTA . . . . . *Chemistry*
B.A., Fordham College, 1935; M.S., Fordham University, 1937.

VINCENT E. NEWE . . . . . *Chemistry*
B.S., Fordham College, 1935; M.S., Fordham University, 1937.

JOSEPH G. PHELAN . . . . . *Psychology*
B.A., Fordham College, 1932.

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B.S., Fordham College, 1933; M.S., Fordham University, 1935.

EDWARD F. ROGERS . . . . . *Chemistry*
B.S., Fordham College, 1934; M.S., Fordham University, 1935.

FABIAN L. ROUKE . . . . . *Psychology*
B.A., Boston College, 1934; M.A., Fordham University, 1937.

EMILIE D. SCHLOEMER . . . . . *Psychology*
B.S., Columbia University, 1930.

JOHN T. SHEEHAN . . . . . *Chemistry*
B.A., Boston College, 1934; M.S., Boston College, 1935.

HAROLD A. VOSS . . . . . *Education*
B.A., Fordham College, 1935; M.A., Fordham University, 1937.

EDWARD A. WHITE . . . . . *Chemistry*
B.S., Fordham College, 1937.

HEINRICH G. WOLZ . . . . . *Philosophy*
B.S., Fordham College, Manhattan Division, 1936.

Scholarship Students, 1937-1938

Dorothy C. Bishop	*History*
Therese M. Cervini	*History*
Sister M. Clarissa Doyle, O.P.	*Education*
Timothy W. Costello	*Psychology*
Richard J. Cotter	*Classics*
June M. Cowles	*Psychology*
Emile D. Criscitiello	*French*
Mary E. Cullen	*French*
Helen M. Curtin	*History*
Edward V. Curtis	*Education*
Eileen P. Danahy	*History*
Elizabeth C. English	*Classics*
Margaret M. Feeney	*Philosophy*
Mary C. Gannon	*Philosophy*
James F. Garrett	*Education*
Julius C. Gassner	*Political Philosophy*
Charles A. Grant	*Political Philosophy*
Sister M. Hildegarde Marie Mahoney, S.C.	*Classics*
Claire M. Howe	*French*
James F. Kane	*Philosophy*
Kathleen B. Kearney	*English*
Jerome G. Kovalcik	*Classics*
Terence B. McGuirk	*English*
Mary J. Madden	*Philosophy*
Laurence A. Michel	*English*
Margaret F. Nolan	*Classics*
Rita B. O'Mara	*French*
Paul J. Phelan	*English*
Irma T. Pierro	*French*
Mary R. Rozelle	*French*
Dorothea C. Santini	*French*
Robert P. Serafino	*Italian*
Jeanne G. Smith	*English*
Elizabeth M. Snyder	*History*
Dorothy M. Turiano	*French*
Margaret T. Wilson	*Psychology*

Fees and Expenses

Rules of the University prescribe that the University, tuition and laboratory fees are payable before attendance at any lecture or laboratory period, unless other arrangements have been made with the Bursar.

In the first semester, payment of course fees and laboratory fees may be deferred until October 1; in the second semester until February 4.

No student will be admitted to class, however, without a class admission card stamped by the Bursar. Even in cases where special arrangements have been made with the Bursar or where students take advantage of the extension of time for paying fees, the University fee of $5.00 must be paid at the time of registration.

All fees are subject to change at the discretion of the Trustees of the University.

No consideration will be given to applications for refunds unless the student has given notice to the Registrar of withdrawal from a course. No fee paid or any portion thereof is returnable upon a student's withdrawal from the University. Where illness, physical disability or any extraordinary circumstances require a student to leave, he may file with the Bursar a written statement of the causes of such withdrawal, accompanied by a statement from the Registrar giving the date of withdrawal. The "date of withdrawal" is the date on which the student has actually notified the Registrar. Thereupon, the University will take under consideration the equities of the case; but in no event will any University fee be refunded. There will be no refunds for withdrawals after the eighth week.

The fees:

I. University fee (for all students), payable at each registration ..... $ 5.00

N.B.—Graduate students, working *in absentia* on their dissertation, must be registered for each session (Fall and Spring) from the completion of their last course in residence to the acceptance of their dissertation.

II. Late registration fee as noted in calendar 5.00

III. Tuition Fees:

A. For degree students—per point 10.00
(Except where a special fee is fixed for a course.)

N.B.—Students who receive advance credit for work done in other universities will be required to pay the tuition fees for the same at Fordham University.

B. For non-matriculated students:
Tuition: per point 10.00
N.B.—Students not desiring graduate credit for courses numbered below 200..... 7.50

C. All Science courses—per point 10.00

IV. Library Fee—per point of tuition 1.00

V. Examination Fees:

A. Fees for degree examinations (payable when the series of examinations begin):
Master's 25.00
Including written comprehensive examination, reading of dissertation (and, for M.S. students, final oral examinations).
Doctor's 50.00
Including written comprehensive examination, reading of dissertation, and final oral examination.

N.B.—Each candidate on each occasion when he presents himself for either degree must pay the usual charges noted in our catalogue for such examinations. For example, a candidate whose dissertation has been rejected must, on the second presentation of his dissertation, pay the full examination fee a second time.

B. Fee for deferred term examinations (Cf. p. 19) 3.00

C. Fee for removal of incomplete grade (Cf. p. 19) 3.00

VI. Fee (required) for binding three copies of dissertation 5.00

VII. Diploma Fee:

Master's 15.00
Doctor's 25.00

N.B.—Checks should be made payable to Fordham University.

THE GRADUATE SCHOOL

Location

Courses in all departments of the Graduate School will be conducted in Keating Hall on the campus. Beginning September, 1938, no graduate work except some courses in Education, will be offered in the Woolworth Building.

How to Reach Keating Hall

From lower Manhattan—Eighth Avenue subway (Concourse line), and Lexington Avenue subway (Jerome Avenue-Woodlawn train), to Fordham Road. East on Fordham Road by bus or trolley car to main or Bathgate Avenue entrance to Campus.

Third Avenue elevated to Fordham Road.

Seventh Avenue subway (East Side trains) to 149th St. and Third Avenue; change to Third Avenue elevated.

New York Central to Fordham.

Main and Bathgate Avenue entrances are within easy walking distance of the New York Central and the Third Avenue elevated.

From Queens and Long Island—Motor Route—Tri-Borough Bridge; upper Bronx exit to Southern Boulevard; north on Southern Boulevard to Fordham Road; west to Bronx River Parkway entrance near Fordham Hospital, or Bathgate Avenue and main entrances on Fordham Road;

From Westchester—Motor Route—Route 9 to 207th St., East on Fordham Road to main or Bathgate Avenue entrance.

Sawmill River Parkway to Mosholu Parkway, east to Bronx River Parkway, south to Parkway entrance near Fordham Hospital; or south from Mosholu Parkway on Concourse or Webster Avenue, east on Fordham Road.

Central Avenue to Jerome Avenue, east to Concourse.

Route 1 (Boston Post Road) to Fordham Road, west to Parkway, Bathgate Avenue or main entrance.

Bronx River Parkway to Fordham Road.

Hutchinson River Parkway to Boston Post Road; or west on Cross Country Parkway to Bronx River Parkway.

Railroad—New York Central—Hudson River Division—to 125th St. Third Avenue elevated and Lexington Avenue subway (not more than two blocks away) to Fordham Road.

New York Central—Harlem Division—to Fordham.

Admission

The following classes of students, both men and women, may be admitted to the Graduate School of Fordham University, provided, by their previous scholastic record, they give promise to pursue satisfactorily advanced study and research:

1. Students who have received a Bachelor's degree from one of the three undergraduate departments of Fordham University or from a college whose requirements for the degree are substantially equivalent.
2. Students who have received a Bachelor's degree from a college whose requirements for the degree have been evaluated by the Committee on Admissions as less than one year short of the requirements at Fordham University. Such a student must make up the deficiency before he can be accepted as a candidate for a graduate degree.
3. Students in their Senior year at Fordham University who require not more than twelve semester hours for the completion of their undergraduate work.

In addition, qualified students who are not candidates for a graduate degree may be admitted to graduate courses with the permission of the Head of Department (professor) as non-matriculated students. Such students are expected to conform to the same standards of attendance and scholarship as are required of matriculated students.

A student seeking admission to the Graduate School should make application at as early a date as possible. He should obtain from the Registrar an application blank, which he should fill out and return, together with an official transcript of his undergraduate record. Late applicants who do not submit credentials may be admitted provisionally.

Under no circumstance will any student be allowed to pursue his work in any department beyond the expiration of the first semester on the basis of provisional matriculation, nor will any credits obtained while the student is only provisionally matriculated be certified by the Registrar for use at any other institution.

A student is not definitely admitted until his application and

complete credentials are on file in the office of the Graduate School.

Admission to the Graduate School does not imply acceptance as a candidate for a degree.

Registration

When a student has been admitted to the Graduate School, he should consult the Head of the Department in which he intends to do his major work. The written approval of the Head of Department or of a delegated professor of the department is required in advance at each registration for any course work creditable toward a graduate degree. The approval of a program may be obtained during the days of registration prior to the beginning of each semester. When the student has received the written approval of his program, he should present the same at the Graduate School office and complete his registration. Students who have not completed registration are not admitted to class.

Students are obliged to register each semester during which they are attending courses, and after the completion of course requirements, each Fall and Spring Semester until the degree is awarded.

Courses Open to Undergraduate Students

Courses numbered in this catalogue from 100 to 199, intended primarily for graduate students, are open to properly qualified undergraduates who have satisfactorily completed a minimum of twelve undergraduate semester credits in the subject they wish to pursue and who have maintained a grade of C in these prerequisite undergraduate courses. Undergraduate students must apply for such courses at the office of their Dean and upon the satisfactory completion of these courses will receive credit for the same in accordance with the regulations of their undergraduate department.

Graduate Work Done in Other Institutions

Graduate work done in residence at other institutions and not used in fulfilment of the requirements for a graduate degree may be offered in partial fulfilment of the course requirements for a graduate degree at Fordham University, provided that approval is obtained from the Head of Department and the Dean. Students applying for advanced credit must submit an official transcript of record of this graduate work to the office of the Registrar. Not more than six credits will be accepted,

and these only conditionally, until a minimum of eighteen credits of graduate course work has been completed at Fordham University. Such an award of credit does not exempt any student from any part of the comprehensive examinations or from any part of the tuition set by the University for the minimum course requirements for graduate degrees.

Examinations and Grades

To receive credit for a course, students must be in regular attendance throughout a semester and pass a satisfactory written examination. The passing grade for all graduate courses is C. A student who receives a grade lower than the passing grade is failed. Failures are not removable except by a repetition of the semester course as a whole.

Students who have been in regular attendance at a course and who for some good reason are prevented from taking the examination of the course, may take a deferred examination. An application for such an examination and the payment of an additional fee of $3.00 for each examination must be made in advance of the dates indicated in the calendar.

Students whose course work is incomplete on the last day of the course, but satisfactory as far as done, will be so marked. To remove this grade of "Incomplete" and to receive credit for the course, all requirements of a semester's course must be completed by the date set for deferred examinations of that semester and an additional fee of $3.00 must be paid.

University Assistantships

The University offers a number of graduate assistantships for graduate students who wish to qualify for advanced degrees.

Assistants will be expected to aid the members of the faculty in laboratory and research. The remainder of their time must be devoted to graduate study.

Applicants must have a Bachelor's degree from a recognized college and acceptable undergraduate preparation in the particular field of study chosen for graduate work.

Assistants are appointed for a period of one year. Reappointment is made on the basis of the first year's record. Assistantships may be terminated by the Dean of the Graduate School for unsatisfactory work or violation of the conditions of the award.

Assistants will receive a stipend ranging from $275 to $900 a year and will be obliged to pay all fees.

Special Assistantships

Duane—The Reverend William J. Duane, (S.J.) assistantship in philosophy is awarded annually. The stipend is $350.

Grant—The Hugh Grant assistantship in classics is awarded annually. The stipend is $350.

University Scholarships

The University grants a number of full scholarships and partial scholarships to be distributed among all the departments of the Graduate School. These awards are made principally on the basis of the applicants' undergraduate and graduate records. Applicants must possess a Bachelor's degree, show an acceptable undergraduate preparation in the particular field of study chosen for graduate study and be willing to devote full time to graduate study for a period of two years.

Scholarships may be terminated by the Dean of the Graduate School for unsatisfactory work or violation of the conditions of the award.

Application blanks for assistantships and scholarships may be obtained from the Registrar of the Graduate School and should be returned to the Dean of the Graduate School, with a complete transcript of the applicant's undergraduate and graduate record not later than April 1.

Special Scholarships

Fordham University is the recipient of a grant from the Charles Hayden Foundation to provide scholarships for needy and deserving men students of the metropolitan New York and Boston areas. Only students of exceptional ability and promise, whose financial needs are such that they cannot meet the expenses of University training without special assistance, can be given consideration for these awards. The amount of such scholarship awards varies in individual cases according to the character of the need, the number of applicants who may be accommodated, and the extent of the funds that may be available. Awards are limited in duration to one year but renewal is not precluded. The awards are made by the President on the basis of recommendations from the Dean of the Graduate School, to whom all applicants are referred.

General Requirements for the Master's Degree

Residence:

One full year of residence is required. Students who plan to devote only one full year in residence should arrange to satisfy this requirement while completing course work and the writing of their dissertation.

Time Limit:

While it is possible for exceptional students to finish requirements for the M.A. within one scholastic year, a longer period of time is normally necessary. All work, however, must be completed within five years. No credit will be given for courses completed more than five years before the granting of the degree.

Language Requirement:

A reading knowledge of French or German is required for every applicant for the Master's degree. (The particular regulations of each department should be consulted.) This requirement is satisfied only by written examination. Such examinations are offered four times a year (during the third week of November, February and May and during the first week of August) and may be taken on any one of those occasions. However, the examination must be satisfactorily passed before the student may present himself for the comprehensive examination.

Course Requirements:

All students are required to complete successfully a minimum of twenty-four semester hours of course work, arranged with the approval of their mentor.

An additional six points of credit are granted for the methods and research completed in the preparation of the accepted dissertation.

Scholastic Philosophy:

In all departments of the Graduate School the minimum program of course requirements must include the course, PHIL. 215 or PHIL. 216, as a minor field of study. Students who have successfully completed sufficient undergraduate courses in Scholastic Philosophy may be excused from this requirement.

Comprehensive Examination:

A comprehensive Examination is required by all departments. This examination may be oral or written or both according to the regulations of the department and may be taken no earlier

than the date set for this examination in the last semester of course work. Application for this examination must have the signed approval of the mentor and must be presented to the Registrar two weeks before the date of the examination. Upon failure to pass this examination, a second examination may be taken the following semester. If the second examination is unsatisfactory, no further trial will be permitted.

Dissertation:

All students are required to present a dissertation which must be approved by the mentor and accepted by three of four examiners. No one may present a dissertation more than twice for formal examination.

The detailed regulations governing the preparation and presentation of the dissertation may be obtained in the University Bookstore uptown.

When submitting the final copies of the dissertation for binding, students should also present a summary of their findings, limited to 200 words, and suitable for publication in the *Abstracts of Dissertations* bulletin issued by the Graduate School.

General Requirements for the Degree of Doctor of Philosophy

Residence:

Two years in residence are required for this degree. After all course requirements and the comprehensive examination have been satisfactorily completed, students are advised to spend one of the two years in residence in the preparation of the dissertation.

Time Limit:

Full-time students may complete requirements in two years. All work must be completed within five years. No credit will be given for courses completed more than five years before the granting of the degree.

Language Requirement:

A reading knowledge of French and German is required of every applicant for the Doctor's degree. (The particular requirements of each department should be consulted.) This requirement is satisfied only by written examination. Such examinations are offered four times a year (during the third week of November, February and May and during the first week of August) and may be taken on any one of those occasions. Students should take the language examinations as soon after

matriculation as possible, but under no circumstances later than two semesters before their comprehensive examinations.

Course Requirements:

All students are required to complete successfully a minimum of sixty semester hours of course work beyond the Bachelor's degree. The program of studies for the Doctor's degree must be arranged with the approval of their mentor.

It should be further noted that the sixty credits usually required in course work represent an absolute minimum and that additional course work may be required by the Faculty Committee of a Department.

Scholastic Philosophy:

In all departments of the Graduate School the minimum program of course requirements must include the course, PHIL. 215 or PHIL. 216, as a minor field of study. Candidates who have already taken Part I or Part II of Fundamentals of Scholastic Philosophy for the Master's degree, must take for the degree of Doctor of Philosophy the complementary course of Fundamentals of Scholastic Philosophy. Students who have successfully completed sufficient undergraduate courses in Scholastic Philosophy may be excused from this requirement.

Comprehensive Examination:

A comprehensive examination is required for all departments. This examination may be oral or written or both, according to the regulations of the department and may not be taken until all course requirements have been completed satisfactorily. Application for this examination offered regularly in February and June of each year must have the signed approval of the mentor and must be presented to the Registrar two weeks before the date of this examination. Upon failure to pass this examination, a second examination may be taken with the approval of the mentor. If the second trial is unsatisfactory, no further examination will be set.

Dissertation:

All students are required to present a dissertation, which must be approved by the mentor and accepted by three of four examiners. No one may present a dissertation more than twice for the formal examination.

The detailed regulations governing the preparation and presentation of the dissertion may be obtained in the University Bookstore uptown.

When submitting the final copies of the dissertation for binding, students should also present a summary of their findings, limited to 1,000 words, and suitable for publication in the *Abstracts of Dissertations* bulletin issued by the Graduate School. Copies of these bulletins may be obtained in the University Bookstore on the Campus.

Oral Examination:

All candidates must take an oral examination in the general field of their work and in the specific subject treated in the dissertation.

Library Facilities

The libraries of the University include 172,000 bound volumes, carefully chosen to satisfy the needs both of the general student and the research scholar. This is exclusive of a total of 66,000 pamphlets. The library of the Law School contains more than 25,000 volumes.

From September 15 to June 14, the Library is open from 9.00 A.M to 10.00 P.M. (Monday to Friday); from 9.00 A.M. to 5.00 P.M. on Saturdays.

From June 15 to September 14, it is open from 9.00 A.M. to 5.00 P.M. (Monday to Saturday).

It is open from 2.00 to 6.00 P.M. on all Sundays and Holidays throughout the year.

The Library will be closed on the following Full Holidays: New Year's Day; Good Friday; Holy Saturday; July 4th; August 15th; Labor Day; Thanksgiving Day; Christmas Eve and Christmas Day.

The Hours noted above are subject to change at the discretion of the authorities.

Exchange courtesies are maintained with the Congressional Library, Washington, D. C.; with the New York State Library, Albany, N. Y., and with the larger university libraries throughout the country.

Students may also avail themselves of the 2,000,000 volumes of the New York Public Library, whose reference rooms are located in its main building, Fifth Avenue and 42d Street. To relieve congestion, the city library authorities ask that only books unavailable in the University libraries be consulted. Material which is essential for graduate work may, however, be obtained for reference-room use by applying to the student librarian for reference permission cards.

The restricted libraries of the city are also open to advanced students properly approved and identified by the University.

Students working in New York City are also fortunate in the accessibility of the following museum and library facilities:

American Geographical Society of New York, Broadway at 156th Street.
American Museum of Natural History, Columbus Avenue at 77th Street.
American Society of Civil Engineers, 29 West 39th Street.
British Library of Information, 270 Madison Avenue.
Foreign Policy Association, 8 West 40th Street.
Metropolitan Museum of Art, Fifth Avenue at 82d Street.
Museum of the City of New York, Fifth Avenue at 104th Street.
New York Botanical Garden (Bronx Park).
New York City Department of Education, 1220 Fifth Avenue.
New York State Historical Society, 170 Central Park West.
New York Zoological Garden (Bronx Zoo).

Laboratory Facilities

Biology:

In addition to the large and small laboratories, the special equipment available in Biology Hall for research work are the following: Custom Sartorium microtome capable of cutting sections .5 of a micron, Sartorius embedding oven with a supersensitive thermostat control, Zeiss stereoscopic dissecting microscope, Greenough dissecting microscopes and Zeiss aquarium microscopes, Zeiss binocular research microscopes with latest optical equipment, complete collection of life histories and orders of insects, most complete collection of British India termites, nests and examples of destruction. The photographic laboratory is fully equipped with a Zeiss photomicrographic apparatus and enlarger. The departmental library contains most of the important biological publications of America and Europe. On the University campus a large herbarium provides facilities for botanical research.

Under agreement with the University, the New York Botanical Garden offers research facilities for properly accredited students in botany. The grounds of the New York Botanical Garden adjoin the campus of Fordham University. The library housed in the main administration building contains over 45,000 volumes and the herbarium contains over 1,900,000 specimens. Under cultivation on the grounds or greenhouses are approximately 15,000 species of plant life. Exceptional facilities exist for advanced studies in the fields of taxonomy, morphology, pathology, etc. While these facilities are open to the exceptionally qualified student, such research activities are largely in the

nature of post-doctorate work. Credit for these courses will be accepted by Fordham University. For further information, consult the Head of the Department of Biology.

Chemistry:

The Department of Chemistry is housed in Chemistry Hall at the Bathgate Avenue entrance to the Fordham Campus. In addition to class laboratories for the teaching of general inorganic, physical, organic, physiological, qualitative, quantitative and microanalysis, there are thirteen smaller laboratories especially equipped with modern services and facilities for research. The Department is equipped with all apparatus and instruments necessary and conducive for carrying on the highest type of work in the field of chemistry, including a fully equipped laboratory for microanalysis, facilities for work with all types of experimental animals, polarimeters, Barcroft-Warburg, Van Slyke and Deuterium distilling apparatus, high precision constant temperature water-baths, low and high pressure autoclaves. A library and supply room are maintained in the chemistry building.

Physics:

The Physics Department is housed in a four-story Gothic building. Two large amphitheatres and four smaller quiz rooms occupy the lecture floor. The rest of the building is given over to shops and laboratories. The Seismic Observatory adjoins the Physics Building. It contains the largest seismic vault in the country and the most complete equipment available. Eight modern seismographs, both long and short periods, are in constant operation. The observatory has been in operation since 1910.

Psychology:

The laboratories of the Department of Psychology are located on the third floor of Keating Hall. In addition to a large general laboratory for fundamental experimental work there are available numerous research rooms for advanced experimental work and individual research. Smaller laboratories are equipped for photographic work, vision and sound experimentation, delicate electrical work in the matter of action potentials, electroencephalography, and electrocardiography. A special laboratory is devoted to the scientific detection of deception. Besides the standard equipment generally employed in psychological laboratories the Department of Psychology has numerous valuable instruments which have been devised and perfected within its own laboratories. Spacious, well-equipped, carefully planned, the laboratories form one of the best integrated units of its kind in the country.

Two clinics are maintained by the department, a college guidance clinic and a child guidance clinic. The purpose of the College Clinic is to determine the student's special abilities and aptitudes, his ineptitudes, and to aid him in his choice of a proper vocation. The Child Guidance Clinic is maintained for a twofold purpose: to provide diagnostic and treatment service for behavior and personality problems of children of elementary and high school age, and to furnish opportunity and material for clinical study to graduate students in psychology. The permanent staff of a psychiatrist, psychologist and a psychiatric social worker is supplemented by student assistants who are drawn from the Department of Psychology and the School of Social Service and who are given training and supervision in their respective fields. A number of small examining rooms are used for individual interviews and testing. Both clinics are equipped with complete batteries of the best intelligence, performance and aptitude tests which are employed in clinical and guidance procedures.

A pre-school nursery has been established for the purposes of research in Child Psychology and observations of child behavior. The children who attend are normal children, carefully selected on the basis of physical and psychological examinations administered by members of the staff. The nursery itself is separated from the observatory by means of a one-way screen. Both are adequately equipped for their special uses. The nursery room is planned solely for the children's use. The equipment and play materials are chosen to meet the particular needs and interests of children of pre-school age providing them with opportunities for proper intellectual, moral, physical and social development.

DEPARTMENT OF BIOLOGY

Fr. Assmuth, S.J., *Head of Department;* Mr. Bonisteel, Dr. Forbes, Dr. Mullen.

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 19 to 26 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Prerequisite: 8 credits in General Biology; 8 credits in Histology and Embryology, and 4 credits in Comparative Anatomy.

All work must be done in the University laboratories unless the Head of the Biology Department gives explicit permission to perform it in whole or in part at some outside institution.

For the M.S.: In addition to the general requirements for the Master's degree, the candidate must pass:

(*a*) A written examination of one hour in his major field (Botany, Zoology, Histology, etc.). (*b*) An oral examination of one hour by a board of examiners on Biology in general.

For the Ph.D.: In addition to the general requirements for the Doctor's degree, the candidate must pass:

(*a*) A written examination of two hours in whatever field of Biology he has elected. (*b*) An oral examination of two hours in any or all the branches of Biology or any subject taken in preparation for the above degree.

These examinations must be taken at a time decided upon by the Faculty Committee.

Certain courses demand prerequisites. Students must consult the Registrar or his Mentor before entering any course. No student will be permitted to enter graduate courses until all prerequisite work is completed. A student must have the written permission of his Mentor before beginning work on his dissertation.

Advanced graduate students in Botany may, with the approval of the Department, carry on research in the New York Botanical Garden, adjoining the Campus. Working space and the facilities of the Garden library and herbarium will be granted such students at the usual graduate fees of the University.

BIO. 101 - 102.—General Botany. (8 points.)

M., 3.45-6.15; S., 9-12.20. Fall and Spring. Mr. Bonisteel.

A survey course in Botany. Properties and activities of protoplasm, develmental history, structure and function, relation to environment, and the classification of forms into the groups which make up the plant kingdom. The second part of the course deals with the thallophytes, bryophytes, pteridophytes and spermatophytes. Several voluntary field excursions will be offered to familiarize the student with trees, shrubs and herbaceous plants.

BIO. 104.—Advanced Morphology. (4 points.)

F. Morning. Spring. Mr. Bonisteel.

Laboratory hours to be arranged.

Morphology of stems, roots, leaves and flowers.

BIO. 105 - 106.—Problems in Flower Behavior. (2-4 points each semester.)

Lecture and discussion, Th., 4-5. Fall and Spring. Mr. Bonisteel.

Laboratory hours to be arranged.

Problems of reproduction in the seed plants. An introductory research course in flower behavior. Each student will carry on independent observations with a series of plants in the greenhouse throughout the year.

BIO. 109 - 110.—Zoology. (8 points.)

Tu., 3.45-6.15; S., 9-12.20. Fall and Spring. Dr. Forbes.

A course dealing with the animal kingdom only. It embraces a study of the classification of animals; the structures and functions of organs; morphology, ecology, environment, heredity and the economic importance of animals. The laboratory work will include a study of a type animal of each phylum; and observations and studies in museums and zoological parks.

BIO. 111 - 112.—Histology and Elementary Embryology. (4 points.)

S., 9.15-11.45. Fall and Spring. Dr. Mullen.

(Prerequisite: BIO. 109 - 110 or equivalent.)

The course will deal with animal-tissue and will study the compositions of the animal body and the organs in terms of their vital units, the cells; the chromosomes, the basis of heredity; the origin and maturation of the germ-cells, fertilization, cleavage and differentiation of tissues; the origin of the individual and the developmental processes from the oosperm to the adult. Practice in microtechnique will be stressed.

BIO. 113 - 114.—General Bacteriology. (8 points.)

Lectures, Tu. and W., 4-6. Fall. Mr. Bonisteel and Assistants.

Laboratory, Tu., W., Th., 3.45-6.15. Spring.

A course in bacteria and fungus pathogens. Lectures and laboratory on the form of micro-organisms, their requirements for growth, methods of detection, isolation, identification and their chemical products. The relationship of micro-organisms in health and disease.

Given only in even years, 1938, 1940.

Not given in the Summer Session.

BIO. 115 - 116.—Cytology. (8 points.) (Lectures only, 4 points.)

Not given in 1938-1939.

BIO. 121 - 122.—Vertebrate Anatomy. (4 points.)

M., 3.45-6.15. Fall and Spring. Dr. Mullen.

A study of the vertebrates with special reference to the mammals. Structure and function of the different systems and organs. Detailed dissection of specially-prepared specimens.

BIO. 123 - 124.—Comparative Anatomy. (4 points.)

(Prerequisite: BIO. 109 - 110 or equivalent.)

F., 3.45-6.15. Fall and Spring. Father Assmuth, S.J., and Assistants.

A comparative study of the natural relationships, the developments and

the structures of animals, including a comparison of integumentary, skeletal, alimentary, vascular, respiratory, excretory, muscular, nervous and reproductive systems in different animals; physiology of different organs; symmetry and asymmetry, habits and life histories.

BIO. 125 - 126.—Histology and Microscopic Technique. (4 points.)

(Prerequisites: BIO. 101 - 102, 109 - 110, 111 - 112.)

F., 3.45-6.15. Fall. *Botany:* Mr. Bonisteel and Assistants.

S., 9.15-11.45. Spring. *Zoology:* Fr. Assmuth, S.J. and Assistants.

A detailed study of the structure of the cell and characteristics of the different tissues from a staining viewpoint. Action of stains on various parts of protoplasm, preparation of slides, fixation, embedding, cutting, staining, mounting and intense training in the use of the microscope. Most of the laboratory work may be done in the student's free time.

BIO. 127 - 128.—Entomology. (4 points.)

Th., 3.45-6.15. Fall and Spring. Fr. Assmuth, S.J.

The class of insects; importance of hexapoda in general, and beneficial and injurious insects in particular; general anatomy of insects; heteronomous metameric structure and metamorphosis of insects.

BIO. 201 - 202.—Botany, Special Work and Research.

For information, consult Head of the Department.

BIO. 203 - 204.—Zoology, Special Work and Research.

For information, consult Head of the Department.

BIO. 301 - 302.—Seminar in Botany. (4 points.)

For information, consult Head of the Department.

BIO. 303 - 304.—Seminar in Zoology. (4 points.)

For information, consult Head of the Department.

BIO. 501 - 502.—Research on Dissertation. (6 points.)

No fee.

BIOLOGY RESEARCH GROUPS

A series of lectures planned to introduce the student to the methods and techniques of graduate work. Among the problems to be discussed are outlining of problems for research, the gathering and organization of material, the proper use of the New York City library-facilities, and the preparation of material for publication.

Meets on the first and third Thursday, each month.

DEPARTMENT OF CHEMISTRY

Fr. Muenzen, S.J., *Head of Department;* Dr. Cerecedo, Dr. Freudenberg, Dr. Hamill, Dr. Hynes, Mr. McDermott, Dr. Piccoli, Mr. Pickel, Fr. Power, S.J., Dr. Stekol.

Regulations Covering Advanced Degrees

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 19 to 26 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

A candidate rejected for one graduation will, under no circumstances, be granted a re-examination for the same graduation.

Graduate work can be carried out in Summer School only if a semester of graduate work *immediately* precedes or follows the Summer School work.

All work must be done in the University laboratories unless the Head of the Department gives express permission to perform it in whole or in part elsewhere.

Students who lack sufficient undergraduate courses in Scholastic Philosophy must include this subject as a minor.

Master's Degree

Students who intend to pursue graduate work in chemistry should have a thorough preparation in such undergraduate subjects as inorganic, qualitative, quantitative and organic chemistry. Deficiency in these branches may be satisfied by taking the proper undergraduate courses offered by the Department. However, such courses, being undergraduate in character, cannot be used as credit towards an advanced degree.

Though additional credits in chemistry are advantageous, yet they should not be had at the expense of a solid foundation in physics and mathematics. Preparation in the biological sciences is also desirable, particularly for those who wish to major in the field of biochemistry. A reading knowledge of German is indispensable for advanced work. French is required, in addition, for Doctorate work.

To qualify as a Master's candidate, a student must ordinarily attend and complete with work on high quality the equivalent of thirty semester hours, including one laboratory course, approved by the Department. No thesis is required.

In addition to passing the regular examinations in the various advanced courses taken during the year, candidates for the Master's degree, towards the end of their course, must take the final comprehensive examinations:

(1) A written examination given by the mentor in the field of the candidate's major subject, including not only work of graduate caliber, but also all of the undergraduate matter proper to the subject.

(2) A series of written examinations on undergraduate subjects —*i.e.*, general chemistry qualitative, and quantitative analysis, and either organic or physiological chemistry. These examinations are intended to test the students habitual knowledge of chemistry. In the examination on the candidate's major field may be included questions as to the use of the chemical literature.

It is at the discretion of the Department to require the candidate to take in addition oral examinations on any of these subjects, either graduate or undergraduate.

Master's Degree in Nutrition

The prerequisite undergraduate courses are as follows:

Inorganic Chemistry, 8 credits.
Qualitative Analysis, 4 credits.
Quantitative Analysis, 4 credits.
Organic Chemistry, 8 credits.
General Biology, 4 credits.

Deficiencies in these branches may be satisfied by taking the proper undergraduate courses.

The following graduate courses must be completed:

CHEM. 151c - 154c.—Biochemistry, 8 credits.
CHEM. 171 - 172.—Nutrition, 8 credits.
CHEM. 175 - 176.—Analysis of Food, 6 credits.
CHEM. 193.—Microbiology of foods, 4 credits.
CHEM. 195 - 196.—Anatomy & Physiology, 4 credits.

A reading knowledge of German or French will be required of all applicants.

No thesis is required for a Master's Degree in Food Analysis.

After completion of all courses listed above, candidates must take a written examination in the major field, followed by examination in all the prerequisite courses. (For further details concerning the comprehensive examinations see General requirements for a Master's degree.)

Those candidates who have completed Chem. 193 or Chem. 195 - 196 or their equivalents with a satisfactory grade elsewhere must elect with approval of the advisor additional courses in order to satisfy the course requirement of thirty graduate credits for this degree.

Doctor's Degree

All departmental requirements mentioned on page 30 apply to applicants seeking a doctorate in Chemistry.

The requirements for the degree of Ph.D. are qualitative rather than quantitative and no definite statement of the time necessary for obtaining the degree can be made. A minimum of one year of full-time residence is compulsory. This minimum time requirement will be increased in the case of Fellows and Assistants working in the University laboratories.

While certain fundamental courses are required, the number of points necessary for a Doctor's degree is not uniform for every student. The candidate's previous training, both as to extent and grading, his natural ability, and the character of his problem shall be the guiding factors in the program of courses outlined by the professor of his major field.

A reading knowledge of French and German is compulsory.

Comprehensive Examination

Two and not more than three semesters after matriculation, the candidate must pass a comprehensive examination. This examination will be both written and oral. The subject-matter of the written examination will be the student's major field of study. The oral examination may be taken only after the successful completion of the written examination. In this oral examination the student will be held responsible for the topics listed in the general examination for the Master's degree (page 33) and for any additional course work taken beyond the Master's program.

Dissertation

Every candidate is required to present a dissertation approved by his Mentor, and accepted by the Board of Examiners.

When the dissertation has been accepted, the candidate must pass an oral examination on the subject-matter of the dissertation and related topics which will be conducted during the semester prior to receiving the degree.

CHEM. 111 - 112.—Advanced Inorganic Chemistry. (4 points.)

(Prerequisite: GEN. CHEM.; Qualitative Analysis.)

Time by arrangement. DR. HYNES.

This course consists of two didactic hours per week for both semesters. The course treats of the structure of matter from the modern viewpoint, the periodic classification of the elements and the deductions which may be made from it, the less common and rare elements and their compounds and a brief resumé of the chemistry of the complex compounds.

CHEM. 121 - 122.—Semimicro Qualitative Analysis. (4 points.)

(Prerequisite: GEN. CHEM.)

Time by arrangement. DR. HYNES.

This course is designed to train the student in the present-day methods of semimicro analytical procedure. Special emphasis is placed on methods of handling small quantities, and the use of the Feigl and Tananaeff techniques for spot analysis of the commoner cations. The course consists chiefly of laboratory work, one didactic hour being given for each six laboratory hours.

CHEM. 145 - 146.—Organic Chemistry, II. (4 points.)

(For students intending to major in any field of chemistry or medicine.)

DR. FREUDENBERG.

A continuation of CHEM. 41 - 44. The lectures cover the isocyclic compounds of the aromatic series, including dyes. The student is introduced to the use of the chemical literature.

CHEM. 151a - 152a.—Biochemistry. (4 points.)

Tu. and Th., 11. DR. CERECEDO.

Two lecture periods per week. Fall and Spring.

(Prerequisites: CHEM. 21 - 22, 31 - 32, 41 - 44.)

This course deals with the Chemistry involved in the digestion and metabolism of fats, carbohydrates and proteins; the study of blood, lymph, tissues, milk, urine and feces, and important pathological disturbances of the same. Physico-chemical phenomena and laws related to the living organism introduce the course.

CHEM. 153a - 154a.—Biochemistry Laboratory. (4 points.)

M. and Th. Afternoons. MR. MCDERMOTT.

Two periods per week. Fall and Spring.

Laboratory course to be taken concurrently with CHEM. 151a - 152a. Qualitative and Quantitative laboratory work covering the composition of animal body; regulation of acid-base balance; digestion and enzymatic action; methods of analysis of urine; study of the effect of various diets on the composition of urine; mechanisms of detoxication in the animal body.

CHEM. 151b - 152b.—Biochemistry. (4 points.)

M. and W. Evenings, 7. MR. MCDERMOTT.

Two lecture periods per week. Fall and Spring.

Same as CHEM. 151a - 152a.

CHEM. 153b - 154b.—Biochemistry Laboratory. (4 points.)

M. and W. Evenings. Fall and Spring. MR. MCDERMOTT.

Same as CHEM. 153a - 154a.

CHEM. 151c - 152c.—Biochemistry. (4 points.)

M. and Tu., 10-11.45. Fall. DR. STEKOL.

Same as CHEM. 151a - 152a.

CHEM. 153c - 154c.—Biochemistry Laboratory. (4 points.)

Th. Morning and F. Afternoon. Fall. DR. STEKOL.

Same as CHEM. 153a - 154a.

CHEM. 161 - 162 - 163 - 164.—Physical Chemistry. (8 points.)

Hours to be arranged. Dr. Hamill.

A course dealing with the fundamental principles of chemistry. These principles are dealt with from a mathematical standpoint by means of problems and experiments. Special emphasis is placed on applications to organic and physiological chemistry. Three hours lecture and four hours laboratory per week throughout the year.

CHEM. 171 - 172.—Nutrition. (4 points.)

M. and Tu., 10-11.45. Spring. Dr. Stekol.

Lectures covering the nutritional requirements of adult and growing animals and humans. It will consist of treatment of calorie, protein, carbohydrate, fat, mineral and vitamine requirements of individuals of both sexes at various ages and occupations. The relationship between nutritional state, as affected by dietary habit, and resistance to infection will be discussed and illustrated with available experimental and clinical data.

CHEM. 172 - 173.—Nutrition Laboratory. (4 points.)

Two periods per week. Fall and Spring. Dr. Stekol.

Because of time consumed in the preparation of the animals, the laboratory work will begin in the first semester. Actual experimentation will begin in the second semester and will cover the modern methods used in studying the energy metabolism of humans and in assaying the nutritive value of food for essential food factors, such as amino acids, minerals and vitamines. Preperation of various diets free or deficient in essential food factors will precede the test of these diets on laboratory-bred mice, rats, guinea pigs and dogs. Principles of breeding, feeding and handling of animals, together with the general principles of bioassay, will be a part of the plan designed to illustrate by actual experimentation the relationship between the composition of food and the nutritional disorders arising from improper dietary habit.

CHEM. 175 - 176.—Chemical Analysis of Food. (6 points.)

Two laboratory periods. Spring. Dr. Stekol.

Quantitative laboratory work covering the analysis of food which is commonly used in an average diet. Nutritive value of food with respect to protein, carbohydrate, fat, minerals and vitamines will be ascertained by chemical means. This course will include methods of analysis of milk, meats, cereals, fruits and vegetables in a fresh and canned state. It will also treat of methods of detection of heavy metals, preservatives, adulterant and bacteria in various food products.

CHEM. 190.—Chemical Analysis of Blood and Urine. (3 points.)

(Prerequisite courses: CHEM. 31, 41, 151 - 154.)

Two three-hour periods per week. Fall or Spring. Dr. Stekol.
Fee, $45.00.

Methods of analysis of blood and urine, with reference to modern clinical application of the principles of biochemistry of blood and urine under normal and pathological conditions.

CHEM. 193.—Microbiology of Foods. (4 points.)

(Prerequisites: Courses in Chemistry up to and including Organic; and General Biology.)

Lab., Tu., 1-5. Lect., W., 9-11. Fall. Dr. Piccoli.

A course in the micro-organisms causing food spoilage. Methods in the

isolation and detection of bacteria fungi and related products. Lectures, assigned readings and laboratory work.

CHEM. 195 - 196.—Anatomy and Physiology. (4 points.)

Two hours per week. Fall and Spring. Dr. Piccoli.

A survey course in anatomy and physiology covering the important topics related to the field of biochemistry.

CHEM. 241 - 246.—Cycle of Lectures in Advanced Organic Chemistry.

Two hours per week. Fall and Spring. Dr. Freudenberg.

A series of three lecture courses on theoretical organic chemistry dealing with the structure, reactions, synthesis and recent advances in the field of organic compounds.

CHEM. 241 - 242. (4 points.)

Given in 1938-1939.

This course covers the field of heterocyclic compounds and their relationship to natural products. Theories of organic chemistry.

CHEM. 243 - 244. (4 points.)

Given in 1939-1940.

This course treats the fields of carbohydrates, amino acids, proteins and pharmaceuticals.

CHEM. 245 - 246. (4 points.)

Given in 1940-1941.

This course treats the fields of alicyclic compounds, terpenes and camphors, alkaloids and stereochemistry.

CHEM. 341 - 342.—Seminar in Organic Chemistry. (4 points.)

W., 4.30. Two hours per week. Fall and Spring. Dr. Freudenberg.

Conferences and reports on some chosen topic in Organic Chemistry.

CHEM. 251 - 254.—Cycle of Lectures in Advanced Biochemistry.

Two hours per week. Fall and Spring. Dr. Cerecedo.

This series of lectures reviews the recent advances in the field of Biochemistry.

CHEM. 251 - 252. (4 points.)

Given in 1937-1938.

Metabolism of cells. Protein metabolism as related to growth, development and reproduction.

CHEM. 253 - 254. (4 points.)

Given in 1938-1939.

Chemistry and metabolism of fats, carbohydrates, proteins and nucleic acids. Enzymes, hormones and vitamines. Respiratory pigments.

CHEM. 255 - 256.—Advanced Biochemistry Laboratory Course. (6 points.)

Fall and Spring. Dr. Cerecedo.

The purpose of this course is to acquaint the student with the more important methods of Biochemical Research. The course is divided into three parts: the first covers the methods used by the organic chemist; the second, those used by the physical chemist; the third, those of the physiologist.

CHEM. 351 - 352.—Seminar in Physiological Chemistry. (4 points.)

W., 4.30. Two hours per week. Fall and Spring. Dr. Cerecedo.

Conferences and reports on some chosen topic in Physiological Chemistry.

CHEM. 231.—Advanced Quantitative Analysis. (3 points.)

Two three-hour laboratory periods per week. Fall. Fr. Power, S.J.

Laboratory work embracing some of the more advanced analytical determinations not ordinarily given in college courses of quantitative analysis. Lectures will be given from time to time, and stress will be laid on the solution of problems.

CHEM. 235.—Quantitative Organic Micro Analysis. (4 points.)

Time by arrangement. Fr. Power, S.J.

This course consists in the practical application of the general methods of Pregl to elementary organic analysis. The student is required to perform micro analyses for residue, for nitrogen (Dumas and Kjeldahl methods), for halogens, for sulphur, for methoxyl, and for carbon and hydrogen, first on known and then on unknown substances. Individual instruction is given on the theory and use of the micro-chemical balance, on the sources of error involved in each determination, and on the applicability of various micro methods found in the chemical literature.

CHEM. 247 - 248.—Advanced Organic Preparations. (6 points.)

Dr. Freudenberg and Assistants.

Laboratory work based on Gattermann and on "Organic Syntheses," performing some of the more difficult syntheses not unually given in a college course of organic chemistry.

CHEM. 249.—Qualitative Organic Analysis. (4 points.)

Time by arrangement. Dr. Freudenberg and Assistants.

This course will familiarize the student with the principles and practise of qualitative organic analysis. Emphasis is placed on the separation of organic compounds according to solubilities and group reactions, the preparation of derivatives, and the identification of the compounds, using a semi-micro technique throughout.

CHEM. 271 - 272.—Colloids. (4 points.)

Two lectures per week. Four hours laboratory per week. Fall.

Dr. Hamill.

A lecture course dealing with the properties and reactions of dispersed systems and the theories which apply to them.

CHEM. 273 - 274.—Reaction Rates. (4 points.)

Two lectures per week. Four hours laboratory per week. Spring.

Dr. Hamill.

A lecture course dealing with the kinetics of chemical reaction.

CHEM. 275 - 276.—Thermodynamics. (4 points.)

Two lectures per week. Fall and Spring. Dr. Hamill.

A course of lectures on the general problems of energy relationships and equilibrium, together with their application to chemistry.

CHEM. 255.—Chemotherapy. (2 points.)

Two lectures per week. Spring. Dr. Cerecedo.

A lecture course dealing with the applications of organic chemistry to synthetic medicinals and the relation of structure to physiological activity.

DEPARTMENT OF CLASSICS

Dr. Savage, *Head of Department;* Fr. Arbesmann, O.S.A., Mr. Robinson.

In addition to the general requirements of the Graduate School, as given on pages 19 to 26 of this catalogue, the following regulations govern graduate work in this department:

Prerequisites

Candidates for degrees must present twenty-four points of credit in undergraduate work within the field of classical studies. It will be assumed, in any case, that the student has a working knowledge of Latin and that he has completed the careful reading of at least the following authors and works:

Cæsar: Selections from the *Bellum Gallicum.*

Cicero: Six orations; one book from the philosophical works; selections from the letters.

Horace: *Odes, Epodes, Satires, Epistles* (those usually read in college courses).

Juvenal: Several satires.

Livy: One book.

Plautus: One play.

Tacitus: The *Agricola* or *Germania* or selections from the *Annals* or *Histories.*

Terence: One play.

Virgil: *Æneid* (six books); *Eclogues* and *Georgics* (selections).

The preparatory course of study should also include at least an elementary, and preferably, an advanced, training in Greek.

Courses in Ancient History and Philosophy and in the History of Greek and Latin Literature are valuable. A reading knowledge of either French or German is required; for many graduate courses, some knowledge of both is virtually necessary.

Students whose preparation meets the general requirements of the Graduate School, but fails to meet the specific requirements of this department, may register, but will be expected to make up their deficiencies at the earliest possible date and in such manner as the Faculty Committee may advise.

The Degree of Master of Arts

On registration, each student will be provided with a list of authors and works to be read (in course or privately) before the time of the comprehensive examination; responsibility for the completion of this list rests entirely with the student. In the comprehensive examination, each candidate will attempt two of the following three papers: (*a*) the translation and interpretation of Latin texts; (*b*) the translation and interpretation of Greek texts; (*c*) the history of Latin literature (with related historical and cultural background). Independently of this examination, students will also be expected to demonstrate (*a*) their proficiency in Latin prose composition (the passing of the graduate course in this subject will satisfy the requirement); (*b*) their practical ability to read Latin with readiness and accuracy; and (*c*) their knowledge of Latin grammar.

The Degree of Doctor of Philosophy

Candidates for the degree of Doctor of Philosophy must have completed the equivalent of the work for the degree of Master of Arts as described above, possess a reading knowledge of the languages essential to work in this field (*viz.*, Latin, Greek, French and German) and satisfy the Faculty Committee that in all other respects their ability and preparation entitle them to undertake advanced work. Candidates will be expected, before beginning formal work on the doctoral thesis, to complete the course credits required (including the Seminar in Classical Philology), and to pass the comprehensive examination for the degree. This will consist of papers (of a more advanced character than those set in the comprehensive examination for the Master's degree), on the translation and interpretation of Greek and Latin texts, and on Greek and Latin Literature and the field of Classical Philology. This part of the comprehensive examination should ordinarily be taken about one year before the time

at which the candidate expects to take the degree. The oral examination, which will be taken after the acceptance of the thesis, will consist of an examination, principally on the candidate's knowledge of (*a*) a special field (*e.g.*, linguistics, metric, literary theory and criticism, palæography, history); (*b*) a special author chosen by the candidate; and (*c*) questions pertaining to the thesis.

LATIN LANGUAGE AND LITERATURE

LATIN 101 - 102.—Latin Prose Composition.
Not given in 1938-1939.

LATIN 121.—Roman Religion and Mythology.
Not given in 1938-1939.

LATIN 151.—Lucretius.
Not given in 1938-1939.

LATIN 161.—Virgil. (2 points.)
F., 4.30-6.10. Fall. Dr. Savage.

It will be assumed in this course that the student is acquainted with the works of Virgil in broad outline. Lectures and reading will be devoted chiefly to the *Æneid*, in order to illustrate the art of the poet, his place in the literary tradition of the epic, and his significance for later Latin literature. This course or its equivalent will be helpful as an introduction to LATIN 302, or it may be taken independently.

LATIN 175.—Seneca: Tragedies.
Not given in 1938-1939.

LATIN 181.—Cicero: Philosophical Works.
Not given in 1938-1939.

LATIN 183.—Cicero: "Letters."
Not given in 1938-1939.

LATIN 186.—Pliny: "Letters."
Not given in 1938-1939.

LATIN 187.—Ovid: "Metamorphoses."
Not given in 1938-1939.

LATIN 191 - 192.—History of Latin Literature. (6 points.)
W., F., 1.30-2.45. Fall and Spring. Dr. Savage.

A survey of the main currents in Latin literature from its beginnings to the death of Hadrian. The student will be expected to read independently in the authors studied. This course is continuous through both semesters. Credit will be allowed only on completion of the year's work. Students should provide themselves with *The Oxford Book of Latin Verse*, ed. by H. W. Garrod, Oxford University Press, and *Latin Prose Literature*, ed. by M. W. Avery; (Little, Brown, and Company, 1934.)

LATIN 193.—Christian Latin Literature. (2 points.)

S., 9.15-10.55. Fall. Fr. Arbesmann, O.S.A.

1. Survey of patristic studies from St. Jerome to the present time: bibliography; the literary forms employed by the Latin Fathers; the more important features of their language, with special attention to grammar and style.

2. The Latin apologists of the second century and the origins of Christian Latin literature; the Christian Latin literature of the third century, with special attention to the African Fathers.

3. The great theologians and writers of the Western Church in the fourth century.

4. The closing period of patristic Latin literature; the foundation of the culture of the Middle Ages.

LATIN 195 - 196.—Readings in Latin Literature. (4 points.)

M., 4.30-6.10. Fall and Spring. Dr. Savage.

This course is intended primarily for those who are supplementing deficiencies in their undergraduate preparation, and the choice of material will depend on the needs of the group. It is planned to read some plays of Plautus and Terence in the first semester. The second semester is devoted to Quintilian and Seneca. The work of either semester may be attempted separately. This course may be taken in connection with LATIN 191 - 192.

LATIN 197.—Readings in Mediæval Latin.

Not given in 1938-1939.

LATIN 201.—Materials and Methods of Classical Scholarship. (2 points.)

M., 4.30-6.10. Fall. Dr. Savage.

An introduction to classical bibliography with practical exercises; selected topics in the history of classical scholarship; the aims and methods of textual criticism. This course or its equivalent will ordinarily be required of all candidates for graduate degrees.

LATIN 204.—Historical Latin Grammar.

Not given in 1938-1939.

LATIN 206.—Horace: The "Odes."

Not given in 1938-1939.

LATIN 214.—Roman Satire.

Not given in 1938-1939.

LATIN 228.—The Roman Historians. (2 points.)

T., 4.30-6.10. Spring. Fr. Arbesmann, O.S.A.

The chief purpose of this course is to study the different types of Roman Historiography. These will be illustrated by readings from Livy, Sallust, and Tacitus.

LATIN 241.—Palæography.

Not given in 1938-1939.

Introduction to Latin Palæography and Mediæval Diplomatics.

Cf. HIST. 233.

LATIN 302.—Seminar in Classical Philology. (3 points.)

F., 4.30-6.10. Spring. Dr. Savage.

The design of the seminar is to provide an introduction to philological criticism and research of a more advanced character than that attempted in LATIN 201. The meetings are devoted to the text-criticism and interpretation of classical or post-classical authors. The subject selected for 1938-1939 is a study of the commentaries on Virgil's *Æneid* attributed to Servius and to Aelius Donatus. As an introduction to this seminar students are advised to elect LATIN 161 or to satisfy the instructor that they have pursued an equivalent course. Text required: *Vergil Æneis II mit dem Commentar des Servius;* ed. E. Diehl (Kleine Texte, no. 80), [De Gruyter, Berlin, 1911.]

LATIN 394.—Seminar: Topics in Christian Latin Literature. (3 points.)

S., 9.15. Spring. Fr. Arbesmann, O.S.A.

This course is planned to follow LATIN 193, and all students should have completed some such introduction to Latin Patristics. With the permission of the Faculty Committee candidates for the degree of Ph.D. may substitute this course (or GREEK 394) for one-half of the Seminar in Classical Philology (LATIN 301-302). It is proposed to read representative selections of Minucius Felix and Lactantius, St. Augustine and St. Jerome, St. Gregory of Tours and St. Isidore of Seville.

GREEK LANGUAGE AND LITERATURE

GREEK 101 - 102.—Greek Prose Composition.

Not given in 1938-1939.

GREEK 113 - 114.—Readings in Greek Literature. (4 points.)

Th., 4.30-6.10. Fall and Spring. Fr. Arbesmann, O.S.A.

It is proposed in this course to make in the first semester a thorough study of the epic art of Homer from a literary and philological point of view. The work in the second semester will deal with the same subject from a more advanced standpoint. The course is planned so that one may attempt the work in either semester separately.

GREEK 115 - 116.—History of Greek Literature.

Not given in 1938-1939.

GREEK 193.—Christian Greek Literature from the Origins to the Time of Constantine.

Not given in 1938-1939.

GREEK 394.—Seminar: Topics in Christian Greek Literature.

Not given in 1938-1939.

ANCIENT HISTORY

HIST. 106.—The History of Greece to 146 B.C.

Not given in 1938-1939.

HIST. 107.—History of Rome to the Augustan Era. (2 points.)

T., 4.30-6.10. Fall. Fr. Arbesmann, O.S.A.

The purpose of this course is to study in connection with the great political movements the social, economic, and intellectual forces which conditioned the Roman Empire. The sources of Roman history. The political and social organization of the early Republic. The growth of Roman institutions. The conquest of Italy. The conquest of the Mediterranean basin. The modification of Roman culture by Hellenistic inroads. The Principate. The early Empire.

HIST. 211 - 212.—Christian Antiquity.

Not given in 1938-1939.

ARCHÆOLOGY

CLASSICAL ARCHÆOLOGY 121.—The Roman Forum.

Not given in 1938-1939.

CLASSICAL ARCHÆOLOGY 132.—Ostia and Pompeii.

Not given in 1938-1939.

CLASSICS 501 - 502.—Research on Dissertation. (6 points.)

DEPARTMENT OF EDUCATION

Dr. Crowley, *Head of Department;* Dr. Redden, *Chairman, Division I;* Dr. Marique, Fr. Smith, S.J.; Fr. Cronin, *Chairman, Division II;* Dr. Ryan, Dr. Burns; Dr. Rock, *Chairman, Division III;* Dr. McCarthy.

Note: Conference hours for staff members of the Department will be posted on the bulletin boards in the Woolworth Building and in Keating Hall.

Organization of Work in the Department

While the facilities of the Department of Education offer opportunities for advanced specialization in teaching, supervisory and administrative activities, provision is also made for the acquisition by the student of a knowledge of the functions and objectives of education in modern society. Provision for such integration is increasingly necessary because of the growing tendency to place a premium on specialization within narrow limits. In order to achieve this purpose, all students are required to take Education 201 and Education 202. The basic interrelationships which exist amongst the divisions of specialization are emphasized so as to promote the integration necessary for a functional overview of the entire school program.

Choice of Field of Specialization:

The courses offered by the Department are classified systematically in Divisions I to III, with the exception of two general courses, Education 201 and Education 202, which are regarded as introductory. Each of the Divisions constitutes a clearly distinguishable area of specialization:

Division I—History and Philosophy of Education.
Division II—Educational Administration and Methods.
Division III—Educational Psychology and Measurements.

In considering the choice of a field of specialization, advisedly as soon as possible after matriculation, candidates for the M.A. and for the Ph.D. should confer with the Chairmen of the Divisions, who are responsible for divisional matters pertaining to students' programs, conferences and dissertations. Candidates for the proposed professional degree (cf. *New Plan for the Master of Science in Education: No Dissertation*) should confer with the Head of the Department of Education.

Mentors:

Shortly after the student's admission to the Graduate School, a mentor will be appointed who will supervise his work. The mentor is usually the Chairman or a delegated professor of the Division in which the student intends to do his major work. Students should arrange for conferences with their mentors as often as may be necessary, since discussions covering projects, techniques and departmental requirements prove invaluable aids in promoting growth, conserving time, and developing ability in research. The student must arrange for conferences; it is not the responsibility of the mentor. Conference hours for each member of the Department of Education are posted on the University bulletin boards. Students will be held strictly accountable by the Head of the Department for failure to secure seasonable supervision of their work.

Dissertation Committee:

In meeting the dissertation requirement the student demonstrates his ability to use effectively the various techniques of educational research and to think critically and reflectively. A Dissertation Committee, appointed by the Head of the Department and the Chairman of the Division Committee, passes judgment on proposed subjects, but the initiative in selecting and outlining a problem for research rests with the candidate. The members of this Committee, of which the student's adviser is

chairman, read and vote on the dissertation, and serve as examiners at the preliminary and final examinations.

Certification Programs:

While the Department of Education provides for a systematic classification of courses, so that each Division constitutes a clearly distinguishable area of specialization, any student may submit for consideration by the Department a special group of courses of his own choice, which will prepare directly for certain certificates or positions, if he is able to show that the group submitted constitutes a coherent line of study. Students who wish to satisfy the professional requirements of city school systems, state departments of education or other certificating agencies should confer with the Head of the Department of Education so as to arrange for a satisfactory sequence, including required courses and electives specified by the certificating authority.

Advanced Service Courses:

Students majoring in departments other than Education may find certain courses useful in keeping professionally alert. Such opportunities should make a special appeal to teachers and school officers already in service. The offerings of the Department, then, should prove especially useful to persons who may or may not wish to secure certificates or to become candidates for degrees. Special attention is directed to such courses as: Education 201, 202, 212, 236, 241, 242, 246, 290, 291, 292, 295, 296.

Location of Courses:

During the school year 1938-39, courses of the Department of Education will be offered in the Woolworth Building and in Keating Hall on the campus.

Admission of Undergraduates to Graduate Courses:

Undergraduate seniors whose program does not require their full time and who are judged capable of pursuing graduate studies may, with the written consent of the Dean of the Graduate School and of their own Dean, be admitted to graduate courses. However, such attendance will, ordinarily, be accepted for undergraduate credit only.

Courses Open to Undergraduate Students:

Courses numbered from 100 to 199, intended primarily for graduate students, are open to properly qualified undergraduates who have satisfactorily completed a minimum of twelve undergraduate semester credits in Education with a grade of C.

Undergraduate students must apply for such courses at the office of their Dean and upon the satisfactory completion of these courses will receive credit for the same in accordance with the regulations of their undergraduate department.

Types of Positions for Which Preparation is Offered by the Department of Education:

Candidates for advanced degrees should plan to specialize in the field of their professional interest. The types of work offered by the Department provide opportunities for advanced preparation for the following positions:

School Superintendents.
Assistant Superintendents.
High School Principals.
Instructors in Subjects in Secondary Schools.
Elementary School Principals.
Elementary School Supervisors.
Junior High School Principals.
School Psychologists.
Instructors in Departments, Schools, and Colleges of Education.
Specialists in Philosophy of Education.
Specialists in History of Education.
Specialists in Educational Psychology.
Specialists in Educational Administration.
Specialists in Educational Methods.
Supervisors and Directors of Practice Teaching.
Research Specialists.

Departmental Requirements for Degrees

Students must fulfill all general requirements, rules and regulations of the Graduate School, as given on pages 19 to 26 of this catalogue. In addition, there are special regulations which govern work in the department and its three divisions.

The Master of Arts Degree (M.A.)

The requirements for the Master of Arts degree are twenty-four points of graduate work, satisfaction of the language requirement, satisfactory comprehensive examination in the major field and successful completion of a thesis.

At least half of the required points should be earned in courses numbered 200 or above.

The student's course work shall be distributed as follows:

1. A minimum of sixteen points must be taken in the student's major field. The course work must conform to the special requirements of his division of specialization.
2. Students must take Education 201 and Education 202. Candidates who have completed equivalent courses elsewhere are exempted from this requirement. The exemption must be approved in written form by the Division Chairman and the Head of the Department of Education.
3. A minimum of four points may be taken in a minor field which the student shall elect with the advice of his mentor. The minor field shall consist of a related course, preferably outside the student's major field, which is allied, however, to the major field either by content or through the student's professional objectives.
4. Students must take either Part I or Part II of the Fundamentals of Scholastic Philosophy, PHIL. 215 or PHIL. 216. Students who have completed a full undergraduate course in Scholastic Philosophy are exempted from this requirement.

The remaining required points shall be taken in the major or minor fields, or in related fields, with the approval of the mentor.

As a substitute for the modern language requirement, the student may offer statistics, EDUC. 197-198. Approval for the substitution must be secured from his Division Chairman.

The division in which the student majors may require additional evidence of fitness for the degree aside from the satisfaction of requirements stated above.

New Plan for the Master of Science in Education: No Dissertation

The Department is now considering a modification of its program so as to provide for the needs of students primarily interested in the development or acquisition of teaching, supervisory or administrative skills; that is, teachers or others in service who may be considered as "consumers" rather than as "producers" of research. The program for the new technical degree should appeal to those students who expect to continue as classroom teachers. *Students who intend to work for the Doctorate are advised to take the degree of Master of Arts because of the training which is given through the preparation of a dissertation.* It is expected that the new plan will not require a dissertation, and that the minimum number of semester hours will be thirty.

The needs of the individual student and the demands of the educational position of his interest will determine the choice of courses. Centers of interest will probably be distributed as follows: (1) problems of general education; (2) techniques peculiar to a particular educational position; (3) special subject-matter content and methodology. In keeping with this tentative classification, the provisional plans and requirements for the new degree are as follows:

Plan A.—A general curriculum specializing in any of the areas covered by the divisional offerings. A minimum of twelve points shall be taken in the area of specialization chosen by the student.

Plan B.—A combination of courses definitely preparatory for a specified educational position or for advanced specialization. A minimum of eighteen points shall be taken in the field of concentration.

Plan C.—A curriculum specializing in the content and methods of a secondary school subject. A minimum of twelve points shall be taken in the Department of Education. The remaining points shall be taken in any other field of study at the University in which courses of graduate character are available and which is obviously related to the student's major interest.

Students interested in special curricula providing preparation for specified professional objectives will be given the widest latitude, consonant with the organization and resources of the Department of Education, in suggesting appropriate combinations of courses listed in the catalog. Any curriculum offered for credit must be a unified and coordinated whole; that is, each course must bear a logical relationship to the student's major interest. Candidates for the new degree must earn at least half of the required points in courses numbered 200 or above.

Full information will be supplied through special announcements before the opening of the school year 1938-39. Candidates now registered for the Master of Arts degree may transfer to the new plan. Students interested in the program should communicate with the Head of the Department of Education.

The Doctor's Degree (Ph.D.)

I. *Preliminary Qualification:*

1. The application of a student proposing to work for the degree of Doctor of Philosophy shall be examined by the

Committee of the division of his proposed major field during the semester in which the first course is taken towards this degree. The Committee will consider the applicant's previous scholastic record, his professional achievements, the time he expects to devote to study and other matters which may indicate fitness for this degree.

2. A student proposing to work for the doctorate degree will be required to give further preliminary evidence of qualification in a diagnostic seminar, or its equivalent, under the direction of his Division Committee. The student will be required to begin to present such evidence, in the manner prescribed by his Committee, during the semester in which the first course towards the doctorate is taken.
3. The Division Committee will recommend to the Department Head, not later than the end of the second semester of the student's course work, that the student proceed in his studies, discontinue his studies or furnish additional evidence of qualification to the Committee.

II. *Courses and Distribution:*

1. Beyond the baccalaureate degree, a minimum of sixty points is required. More than half of these points shall be in courses numbered 200 or above.
   The distribution of the required course work shall be as follows:
   (A) A minimum of one-half the course work in the major field.
   (B) A minimum of ten points in a minor field which the student shall elect with the advice of his mentor.
   (C) Students must take Education 201 and Education 202. Candidates who have completed equivalent courses elsewhere are exempted from this requirement. The exemption must be approved in written form by the Division Chairman and the Head of the Department of Education.
   (D) All students must take Part I and Part II of the Fundamentals of Scholastic Philosophy, PHIL. 215 and PHIL. 216. Students who have completed a full undergraduate course in Scholastic Philosophy are exempted from this requirement.

   Remaining required points shall be taken in the major, minor or related fields, according to the advice of the

mentor. If the mentor judges the student deficient in prerequisite educational work, the removal of such deficiency shall take precedence, as far as necessary, over any elective work.

2. Beyond the Master's degree, a minimum of thirty-six points is required. At least eighteen of these points shall be in courses numbered 200 or above. The distribution of the required courses shall be as follows:

   (A) A minimum of twenty points in the major field. In case the student has not completed fifteen points in the same major field for the Master's degree, such deficiency must be remedied.

   (B) A minimum of six points in a minor field, which the student shall elect with the advice of his mentor.

   (C) Students must take Education 201 and Education 202. Candidates who have completed equivalent courses elsewhere are exempted from this requirement. The exemption must be approved in written form by the Division Chairman and the Head of the Department of Education.

   (D) Students must take Part I or Part II of the Fundamentals of Scholastic Philosophy, PHIL. 215 or PHIL. 216. Students who have completed a full undergraduate course in Scholastic Philosophy are exempted from this requirement.

   Remaining required points shall be taken in the major, minor or related fields, according to the advice of the mentor.

III. *Language Requirements:*

Requirements for the doctorate will include a reading knowledge of two modern foreign languages, usually French and German. As a substitute for one modern foreign language, the student may submit evidence of ability to use other language techniques, or statistical methods (see note under description of Education 197 - 198, p. 71, on substitution for language requirement). Before a substitution for either French or German will be permitted, the student must satisfy his Division Committee that such substitution is a necessary tool in his proposed field of research. The language requirements and any substitution are prerequisites to active research work and must be satisfied before the

student is admitted to the Written Integration Examination.

IV. *Written Integration Examination:*

Before admission to candidacy, the student must pass a final written examination in the field of interest towards which his courses have been directed. He shall not be eligible to take this examination until his required course work is completed. The purpose of this examination is to test the prospective candidate's command of integrated knowledge in his field. This examination shall be prepared and graded by the Division Committee in the student's major field, assisted by such other faculty members as the student's course program makes desirable, in the judgment of the Head of the Department. When the student has passed satisfactorily this written integration examination, he may be admitted to candidacy for the doctorate.

V. *Dissertation Seminar:*

When the student has passed the written integration examination, he must enter the dissertation seminar of his major department and remain in attendance until his dissertation is satisfactorily completed and in no case shall such attendance be for less than 60 semester hours.

VI. *Dissertation:*

The candidate shall prepare a satisfactory dissertation under the direction of his Division Committee.

VII. *Final Oral Examination:*

The candidate must pass a final oral examination after the completion of his dissertation. This examination shall concern mainly the candidate's dissertation and his field of study.

Introductory Courses *

EDUCATION 201.—Critique of Educational Literature. (2 points.)

Tu., 4.30-6.10. Fall. Offered annually. Uptown. Dr. Crowley.

A comprehensive course not confined to the methods used in any one particular field, designed to provide a systematic survey of the basic research

* Education 201 and Education 202 are required of all students. Candidates who have completed equivalent courses elsewhere are exempted from this requirement. The exemption must be approved in written form by the Division Chairman and the Head of the Department of Education.

principles applicable to all fields of work. Consideration will be given to the techniques of dissertation writing, bibliographical studies, use of the library in research and current problems in education, so as to enable the student (1) to see special educational problems in proper relation to other educational problems and to the field of education as a whole, (2) to develop an appreciation for and a critical attitude toward published accounts of educational research.

EDUCATION 202.—Foundations of Education. (2 points.)

Tu., 4.30-6.10. Spring. Offered annually. Uptown. Drs. Crowley, Redden, Fr. Smith, S.J.

A course designed to give in integrated form the necessary orientation in the fundamental fields of education. The approach is partly historical but in the main philosophical, so as to trace the continuity of development of educational beliefs and to show how they have entered and modified educational practice. A comparative study is made of educational theories from the earliest times down to the present, so as to determine the merits of the conflicting philosophies which have affected the development of American education.

DIVISION I. HISTORY AND PHILOSOPHY OF EDUCATION

Divisional Requirements

Students may major in this division in either History of Education or Philosophy of Education. In either case, their program of studies is arranged by their mentor in accordance with the regulations of the Department of Education.

The prerequisite studies for graduate work in the History of Education are: undergraduate history and history of education, twelve (12) semester hours; undergraduate philosophy and principles of education, eight (8) semester hours.

The prerequisite studies for graduate work in the Philosophy of Education are: undergraduate philosophy, twelve (12) semester hours; principles and history of education, eight (8) semester hours.

In addition to the general requirements for graduate work in the Department of Education, students majoring in this division must take the following specific courses, according to the major field chosen and the degree sought:

I. *Majors in History of Education:*

(A) Master's Degree:

1. Methods and Materials of Documentary Research (Educ. 311 - 312).

(B) Doctor's Degree:

1. Methods and Materials of Documentary Research (Educ. 311 - 312).

2. Historical Survey of Modern Education (EDUC. 173).
3. Early Christian Education (EDUC. 205).
4. Mediaeval Culture and Education (EDUC. 206).
5. Renaissance Education (EDUC. 208).
6. Any two courses from II.(B) *Majors in Philosophy of Education.*

Note: Students majoring in American education are required to take History of Education in the United States (EDUC. 215 - 216).

II. *Majors in Philosophy of Education:*

(A) Master's Degree:

1. Methods and Materials of Documentary Research (EDUC. 311 - 312).

(B) Doctor's Degree:

1. Methods and Materials of Documentary Research (EDUC. 311 - 312).
2. Contemporary Education (EDUC. 212).
3. Character Education (EDUC. 178).
4. Naturalism in Education (EDUC. 231).
5. Nationalism in Education (EDUC. 234).
6. Any two from I.(B) *Majors in History of Education.*

Courses of Instruction

1938-1939

A. HISTORY OF EDUCATION

EDUC. 203.—Ancient Greek and Roman Culture. (2 points.)

Tu., 4.30-6.10. Fall. Uptown. DR. MARIQUE.

Periods of Greek culture and education; the early Greek philosophers; education in the Alexandrian period; early Roman education and its gradual Hellenization; comparison of the age of Cicero with that of Quintilian; contributions of Greece and Rome to Western culture and education.

EDUC. 208.—Renaissance Education. (2 points.)

Tu., 4.30-6.10. Spring. Uptown. DR. MARIQUE.

The aim of this course is to study the origin, development, and characteristic features of the Humanistic movement in Educational History. Emphasis will be given to its influence upon schools, culture and education in general. Treatment will be given to the pedagogical writings and contributions of its leading exponents: Vittorino Da Feltre, Guarino De Verona, Vives, Erasmus, Budeus, Agricola, Colet, etc.

EDUC. 215.—History of Education in the United States before the Civil War. (2 points.)

S., 9.15-10.55. Fall. Downtown. Dr. Redden.

The beginnings of education in America with a brief survey of education in Colonial times. Early National influences and State laws. The development of free schools, school supervision, teacher training, secondary education, improvement of method. Beginnings and development of Catholic education prior to the Civil War.

EDUC. 216.—History of Education in the United States since the Civil War. (2 points.)

S., 9.15-10.55. Spring. Downtown. Dr. Redden.

A brief survey of educational practices developed by 1860; education in the North, West and South at the end of the Civil War; the educational revival in the South; the development of the study of education and its influence upon the training of teachers, the curriculum and administrative practices; the growth and development of the high school; the junior high school; land grant colleges; vocational education; federal relations to education; growth and development of Catholic schools.

Educational Classics Seminar.

Cf. EDUC. 301 - 302.

Research on Dissertation.

Cf. EDUC. 501 - 502.

B. PHILOSOPHY OF EDUCATION

EDUC. 175 - 176.—Introduction to the Philosophy of Education. (6 points.)

Tu., Th., F., 11.00-11.50. Both semesters. Uptown. Fr. Smith, S.J.

Various meanings of the term "education." Various meanings of the term "science." Physical vs. social science. Nature and scope of a science of education; its relation to the physical and social sciences. Various meanings of the term "philosophy." The nature and scope of systematic philosophy. The philosophy of a science or art. Nature and scope of a philosophy of education; its relation to science, history and religion. A survey of outstanding philosophies in the history of philosophy, especially in the last one hundred fifty years, with their educational implications. Scholasticism, the norm of a sound philosophy of education. Education and social reconstruction. The fivefold character of the educative process: physical, intellectual, esthetic, moral, religious.

EDUC. 231.—Naturalism in Education. (2 points.)

Th., 4.30-6.10. Fall. Uptown. Dr. Marique.

The fundamental positions and various forms of naturalism; naturalism in ancient Greek philosophy, in early modern philosophy, in Eighteenth and Nineteenth Century philosophy; naturalism and science; consequences of naturalism for psychology, ethics, metaphysics, religion, literature, art, society; naturalism in modern education and its leading protagonists; critical evaluation of the doctrine of education according to nature as expounded by Rousseau and its application in the educational practice of the last 150 years.

EDUC. 234.—Nationalism in Education. (2 points.)

Th., 4.30-6.10. Spring. Uptown. Dr. Marique.

The rise of modern nationalism and its causes; types of nationalism; state vs. nation; critical evaluation of current theories on nationalism; the Christian view of state and nation; nationalism and education; development of national school systems; secularization of education; influence of nationalism on educational aims, content and teacher training.

EDUC. 301.—Educational Classics Seminar. (2 points.)

W., 4.30-6.10. Fall. Downtown. Dr. Redden.

An intensive study of the theories of 18th and 19th century educational philosophers. The influence of Rousseau on later periods is given special attention.

EDUC. 302.—Educational Classics Seminar. (2 points.)

W., 4.30-6.10. Spring. Downtown. Dr. Redden.

An intensive study of the theories of contemporary educational philosophers. Particular attention is paid to the educational philosophy of John Dewey.

EDUC. 501 - 502.—Research on Dissertation. (6 points.)

No fee.

1939-1940

A. HISTORY OF EDUCATION

EDUC. 171 - 172.—History of Education. (4 points.)

Both semesters. Dr. Marique.

A general survey of the history of culture and education.

The first half of the course deals with: The general character of Oriental education; ancient Greek and Roman education; the contributions of Christianity to education; early Christian schools; mediæval culture and types of education.

The second half of the course is concerned with: The influence on culture and education of the Renaissance and Reformation; the scientific movement; the enlightenment; the movement for the improvement of method; naturalism, socialism and nationalism.

EDUC. 205.—Early Christian Education. (2 points.)

Fall. Dr. Redden.

Roman culture and education; beginnings and propagation of Christianity; constitution of the Church; the contributions of Christianity to life, culture, and education; the Christian vs. the pagan attitude toward life and education; assimilation of pagan learning; patristic literature; early Christian schools.

EDUC. 206.—Mediæval Culture and Education. (2 points.)

Spring. Dr. Marique.

The meaning of the term "Middle Ages"; social reconstruction carried on by the Church; the Seven Liberal Arts; the classical heritage of the early Middle Ages; the revival of learning under Charlemagne and Alfred the Great; the influence of Islam on Western culture; religious reforms and their influence

on culture and education; the Crusades and their influence on culture; industrial education; artistic revival, the rise of national languages and their educative influence; new religious orders; the ancient classical languages; scholasticism; transformation of some of the Seven Liberal Arts; the study of Roman and canon law; the influence of the new Aristotle, Ptolemy, Hippocrates, Galen; mediæval universities.

EDUC. 212.—Contemporary Education. (2 points.)

Spring. Fr. Smith.

A course designed to present an integrated study of the various aspects of contemporary education. Its historical and philosophical background will be studied. Its present status in the light of democracy will be critically analyzed, and in terms of sound principles its agencies will be evaluated. The interrelations of these agencies and their contributions to modern culture, civilization and education will be given treatment.

EDUC. 217.—History of Catholic Education in the United States. (2 points.)

Fall. Dr. Redden.

An historical inquiry into the beginnings and development of Catholic education in the United States. The colonial, early modern and modern periods are covered so as to provide a unified view of Catholic education as it exists today.

Methods and Materials of Documentary Research.

Cf. EDUC. 311 - 312.

Research on Dissertation.

Cf. EDUC. 501 - 502.

B. PHILOSOPHY OF EDUCATION

EDUC. 223.—The Psychological Foundation of Education. (2 points.)

Fall. Fr. Smith.

Specific nature of man; man's dual nature; individuality; personality; basic psychological activities in relation to education.

EDUC. 226.—Intellectual Education. (2 points.)

Spring. Dr. Redden.

The concepts "learning" and "teaching"; learning by doing; the activity school; experience vs. experiment; coordinating and grading the materials of instruction; interest vs. effort; intellectual training; lesson types and their respective values.

EDUC. 236.—The School in the Social Order. (2 points.)

Spring. Dr. Crowley.

Consideration of the school as a social institution, with emphasis on the relation of education to economic, social and political change. Special attention will be given to current major political, social and economic problems and their educational implications.

EDUC. 311 - 312.—Methods and Materials of Documentary Research. (4 points.)

Both semesters. Dr. Redden.

Lectures, readings and special assignments designed to familiarize majors in the history and philosophy of education with the methods of research employed in this area of the field. Bibliographical guides essential to the literature of education will be examined and reports calling for the application of the principles of documentary research will be required.

EDUC. 501 - 502.—Research on Dissertation. (6 points.)

No fee.

DIVISION II. EDUCATIONAL ADMINISTRATION AND METHODS

Divisional Requirements

Students may major in this division in either Educational Administration or Educational Methods.

The prerequisite studies for graduate work in this division are: undergraduate education, twelve (12) semester hours, and eight (8) semester hours in undergraduate history, philosophy and psychology.

In addition to the general requirements for graduate work in the Department of Education, students majoring in this division must take the following specific courses, according to the major field chosen and the degree sought.

I. *Majors in Educational Administration:*

(A) Master's Degree:

1. Techniques of Research with Diagnostic Seminar (Educ. 349 - 350).
2. The Principles of Educational Administration (Educ. 185 - 186).

(B) Doctor's Degree:

1. Techniques of Research with Diagnostic Seminar (Educ. 349 - 350). This course must be begun in the first semester of the student's course work.
2. The Principles of Educational Administration (Educ. 185 - 186).
3. One full course from the following group: The Administration of the Elementary School (Educ. 279 - 280). The Administration of the Secondary School (Educ. 281 - 282). The Administration of Catholic School Systems and Schools (Educ. 283 - 284).

4. Two full courses or the equivalent in half courses from the following group: School Finance (Educ. 285 - 286). School Law (Educ. 287 - 288). The Administration of School Buildings and Equipment (Educ. 289). The Administration of Pupil Personnel (Educ. 290).

II. *Majors in Educational Methods:*

(A) Master's Degree:

1. Techniques of Research with Diagnostic Seminar (Educ. 349 - 350).
2. History of Educational Methods (Educ. 293 - 294), or Philosophy of Educational Methods (Educ. 295 - 296).

(B) Doctor's Degree:

1. Techniques of Research with Diagnostic Seminar (Educ. 349 - 350). This course must be begun in the first semester of the student's course work.
2. History of Educational Methods (Educ. 293 - 294).
3. Philosophy of Educational Methods (Educ. 295 - 296).
4. Research in Educational Methods (Educ. 347 - 348).

III. *Majors in Educational Administration and Educational Methods.*

All students majoring in this division, for either the Master's or the Doctor's degree, must attend the Dissertation Seminar (Educ. 405 - 406).

COURSES OF INSTRUCTION

1938-1939

A. METHODOLOGY

EDUC. 125.—The Supervision of a High School Art Department. (2 points.)

W., 4.30-6.30. Fall. Downtown. Mr. Wilkes.

Fee, $50.

The course will involve a comprehensive survey of the organization of a typical art department in our high schools. It will deal with the pedagogic, supervisory and administrative functions of the chairman of a department.

It will include Methods and Techniques. It is especially intended to help the candidates for the First Assistant's license in Fine Arts who are preparing for the coming examinations. The course will be timed to meet them.

EDUC. 126.—Comprehensive Survey of Art Education in the Senior High Schools. (2 points.)

Tu., 4.30-6.30. Fall. Downtown. Mr. Wilkes.

Fee, $35.

The course will include: (1) Objectives; (2) methods of teaching the arts; (3) history and appreciation of the arts; (4) representation, perspective, etc.; (5) general and applied design; (6) selection and organization of subject-matter; (7) lesson planning; (8) teaching devices; (9) use of illustrative material; (10) criticism, water-color, figure drawing, the poster; (11) mimeographed notes, etc. This course is designed especially to help those who are preparing for the coming art examinations for senior high schools. Courses will be completed in time to meet the scheduled examinations.

EDUC. 127.—Teaching Composition in Junior and Senior High Schools. (2 points.)

S., 11.05-12.45. Fall. Downtown. Mr. Moriarty.

This is a practical treatment of the fundamentals of writing and speaking as it affects the junior or senior high school student. Through discussions, readings, reports and demonstrations the prospective teacher of language is prepared to face the common classroom situations and problems of the subject.

EDUC. 128.—Teaching Literature in Junior and Senior High Schools. (2 points.)

S., 11.05-12.45. Spring. Downtown. Mr. Moriarty.

Students intending to teach high school English will find this study helpful. The objectives in literature instruction, classroom problems and methods of dealing with the presentation of classics read on these levels are some of the topics dealt with here.

EDUC. 133 - 134.—Methods and Devices in Teaching English to Non-English-Speaking Adults. (4 points.)

Th., 6.00-7.40. Both semesters. Downtown. Mr. Curzan.

An outline of the general procedure of teaching English and citizenship and the special technique required with beginning and advanced groups of non-English-speaking adults will be presented, together with an outline of the procedure of naturalization and a discussion of a course of study in naturalization aids for aliens. Those satisfactorily completing the course will receive from the State Department of Education a certificate in immigrant training, which satisfies one of the requirements for eligibility to teach English and citizenship in the evening schools conducted by the Board of Education.

EDUC. 135.—Methods of Teaching Health Education. (2 points.)

W., 4.15-5.55. Fall or Spring. Downtown. Miss Jones.

In this course special consideration is given to methods of teaching the principles of health education.

EDUC. 141.—Methods of Teaching Modern Foreign Languages in Secondary Schools, I. (2 points.)

S., 9.15-10.55. Fall. Downtown. Mr. Pittaro.

The teaching of modern foreign languages will be discussed and progressive practices in methods will be evolved to meet present-day conditions

in the junior and senior high schools. The main principles of language teaching will be applied to French, Spanish, German and Italian. Attention is given to the selection and handling of material, with practical demonstrations by the instructor. There will be lectures, individual and group projects, readings, reports, discussions and a critical examination of modern language bibliography. For teachers in service, department heads and those who are preparing to teach modern foreign languages.

EDUC. 142.—Methods of Teaching Modern Foreign Languages in Secondary Schools, II. (2 points.)

S., 9.15-10.55. Spring. Downtown. Mr. Pittaro.

A concrete and practical course in which the fundamental principles of modern language teaching will be projected into classroom practice. It consists of the following steps: Mastery of subject-matter to be taught, preparation for teaching by observation, making unit plans. Emphasis will be placed on the classroom technique of reading, grammar and composition in the modern language recitation. Students will work out daily lesson plans from standard texts used. The selection of text-books, tests and measurements, new-type examinations, visual aids, *realia* and other vitalized material will receive careful consideration. A term paper will be required on a personal investigation of some problem in modern language teaching.

EDUC. 147 - 148.—Methods of Teaching Social Studies in Secondary Schools. (4 points.)

F., 4.15-5.55. Both semesters. Downtown. Dr. Finley.

This course is devoted to a study of the general problems of social studies-teaching with special reference to the high school. It will consider the nature of social studies; their relation to other subjects, and their place in education; selection of subject-matter and their arrangement in courses of study; effective presentation of materials of instruction; judging text-books; collateral reading; testing results.

EDUC.—151 - 152.—Methods of Teaching Mathematics in Secondary Schools. (4 points.)

S., 11.05-12.45. Both semesters. Downtown. Professor to be announced.

Specific lessons according to modern trends. Interpretation of the State Syllabi of New York and New Jersey. Lessons in algebra and elementary trigonometry in the first semester; lessons in demonstrative geometry in the second semester. This course also affords an excellent opportunity to students who wish to review elementary high school mathematics.

EDUC. 157 - 158.—Contents and Methods in Teaching Religion. (4 points.)

F., 4.15-5.55. Both semesters. Downtown. Fr. Gebhard.

Religious education brought in conformity with the principles of applied psychology and modern pedagogy. Adaptation, apperception, correlation, sense and emotional training, habit formation and the psychology of action. Models in method: the Gospels, the Fathers and the practice of the Church. The Liturgy as a vehicle of character education. Catechetical method evaluated. An analysis of the more important methods in vogue and an outline of principles applicable to elementary and secondary education.

EDUC. 180.—Methods of Study. (2 points.)

S., 1.15-2.55. Fall or Spring. Downtown. Mr. Kearney.

Learning through experience; first-hand and second-hand learning; values of each; the nature of learning; the school, the recitation, the home in learning. Principles in method and sequence; values of the inductive and of the

deductive approach. Language ability as an aid to learning. Value in extra-curricular activities and interests; recreational values; dangers of verbalism; "thinking" periods and "recreation" periods. Physical and mechanical conditions essential for efficient study. A method of procedure for personal study and for directive study. The student will be required to do practice and laboratory work.

EDUC. 181.—Principles of the Junior High School. (2 points.)

F., 4.30-6.10. Fall. Uptown. Dr. Ryan.

Definition and history of the junior high school; physical, mental, and social traits of the junior high school pupil; aims and functions; scope and types of organization; articulation with the lower and the higher schools; duties and responsibilities of the principal and the teaching staff; the program of studies; exploratory courses; departmentalization; supervision; provisions for individual differences; the guidance program; significant problems of the junior high school; challenges implied in present trends.

EDUC. 182.—Junior High School Methods. (2 points.)

F., 4.30-6.10. Spring. Uptown. Dr. Ryan.

The meaning of *method* in the junior high school; critical examination and evaluation of criteria for the selection and organization of subject matter; diagnostic approach to teaching; lesson planning and assignment making; directing study; questioning; problem solving; laboratory procedure; socialized recitation; project teaching; visual aids; group-seminar plan; method in oral and written expression; reading and literature; mathematics; science; the social studies; foreign languages; industrial arts; home economics; extra-curricular activities; health education; method in the development of leadership, initiative, and cooperation in the junior in the junior high school.

Elementary School Supervision.

Cf. EDUC. 187 - 188.

EDUC. 295 - 296.—Philosophy of Educational Methods. (4 points.)

M., 4.15-5.55. Both semesters. Downtown. Dr. Ryan.

An advanced course for students who have an adequate background in the fields of philosophy and educational methods. The course will consist of critical examinations and evaluations of expressed and implicit philosophies in educational methods, proposed or in use in Europe and America.

Principles and Practices of Curriculum Construction.

Cf. EDUC. 297 - 298.

EDUC. 347 - 348.—Research in Educational Methods. (4 points.)

Th., 4.15-5.15. Both semesters. Downtown. Dr. Ryan.

This course will include an examination and evaluation of the research literature in the fields of elementary and secondary education.

Techniques of Research with Diagnostic Seminar.

Cf. EDUC. 349 - 350.

Dissertation Seminar in Educational Administration and Methods.

Cf. EDUC. 405 - 406.

Research on Dissertation.

Cf. EDUC. 505 - 506.

B. EDUCATIONAL ADMINISTRATION

EDUC. 185 - 186.—The Principles of Educational Administration. (4 points.)

Tu., 4.30-6.10. Both semesters. Uptown. Fr. Cronin.

A comprehensive course dealing with historical aspects of organization and administration of schools; state organization and control; district, town and county organization; city school organization; boards of education; supervisory officers; teaching personnel; the curriculum; various administrative aspects of the pupil, including attendance, classification, health and guidance; administration of building, equipment and supplies; administration of business affairs, and public relations in school administration.

EDUC. 187 - 188.—Elementary School Supervision. (4 points.)

S., 11.05-12.45. Both semesters. Downtown. Dr. Ryan.

This course is intended for those in teaching or in supervisory positions who wish to consider the principles of classroom supervision as applied to learning situations on the elementary school level. The scope of the course includes consideration of the functions of supervision in the elementary school subjects; problems in supervision; testing and measurement; remedial measures; research in elementary school supervision.

EDUC. 274.—School Surveys. (2 points.)

W., 4.15-5.55. Spring. Downtown. Dr. Crowley.

This course deals with the techniques of school surveys, the gathering and interpretation of data, and the preparation of reports for school authorities. Some representative surveys and their practical educational results will be considered.

EDUC. 276.—Problems of the School Principal. (2 points.)

M., 4.15-5.55. Spring. Downtown. Dr. Crowley.

A course limited to experienced teachers and school officers who will make occasional reports to the class after an intensive study of the chief problems the school principal has to meet. Each student will select topics from the following: office organization and administration, distribution of the principal's time, personnel management of pupils, administration of extra-curriculum activities, supervision of instruction, management of the school plant, professional status of principals.

EDUC. 277.—Extra-Curricular Activities. (2 points.)

F., 4.15-5.55. Fall. Downtown. Dr. Crowley.

The organization and administration of extra-curricular activities in junior and senior high schools; aims and values; practices in organizing, administering and supervising; methods of evaluation.

EDUC. 281 - 282.—The Administration of the Secondary School. (4 points.)

M., 4.30-6.10. Both semesters. Uptown. Dr. Burns.

This course will consider the relation of the secondary school to state and city school systems, to colleges and standardizing agencies; types and trends of secondary school organization; status of high school principal; school building; grounds and equipment; teacher load; principles of program making; testing programs; school records and reports; financial accounting; guidance; personnel problems; selection and assignment of teachers; health

program; extra-curricular activities; cafeteria controls; student participation in government; curriculum organization; selection of text-books; examinations and marks; faculty meetings; publicity; community contacts.

EDUC. 283 - 284.—The Administration of Catholic School Systems and Schools. (4 points.)

Th., 4.30-6.10. Both semesters. Downtown. Fr. Cronin.

This course will consider historical aspects of Catholic school administration; underlying Church laws and regulations; historical development of Catholic school boards and superintendencies; present status and functions of school boards and superintendencies; educational organization in religious communities; the functions of the pastor, supervisor and principal; various administrative practies; and the relations of Catholic school systems and schools to the state.

EDUC. 289.—The Administration of School Buildings and Equipment. (2 points.)

S., 11.05-12.45. Fall. Downtown. Dr. Burns.

Planning the building program; objectives; evaluation of existing plant; determining ultimate plant; school building standards; school equipment.

EDUC. 290.—The Administration of Pupil Personnel. (2 points.)

S., 11.05-12.45. Spring. Downtown. Dr. Burns.

This course will consider the various aspects of pupil personnel management, including control and guidance; compulsory education laws; census; school attendance and records; age-grade-progress studies; classification and promotion; extra-curricular phases; curricular problems; and the administration of individual diffcrences.

EDUC. 297 - 298.—Principles and Practices of Curriculum Construction. (4 points.)

S., 11.05-12.45. Both semesters. Downtown. Fr. Cronin.

The following topics will be considered: Concepts of the curriculum; basic principles of curriculum construction; influences affecting the curriculum; selection of subject-matter; grade placement and time allotment; organizing instruction; evaluating outcomes; the unit basis; and administrative considerations.

EDUC. 349 - 350.—Technique of Research with Diagnostic Seminar. (4 points.)

W., 4.15-5.55. Both semesters. Downtown. Fr. Cronin.

The purpose of this course is twofold: (1) to acquaint the student with the various techniques and forms of research in educational fields, particularly administration and methods, and (2) to diagnose individual students as to their abilities to do educational rescarch work.

EDUC. 354.—Readings in Current Educational Literature. (2 points.)

F., 4.30-6.10. Spring. Uptown. Dr. Crowley.

The purpose of this course is to acquaint students with current educational thought as expressed in periodical literature, yearbooks, special monographs, and recent books. Each student will select topics for extensive reading and make occasional reports to the class.

EDUC. 355.—Seminar in Current Educational Problems. (2 points.)

W., 4.30-6.10. Fall. Uptown. Dr. Crowley.

This course is limited to experienced teachers and school officers. The reading covers a wide field of recent educational literature with a view to discovering and evaluating theories and procedures that promise to improve current practices. Special emphasis will be placed on progressive methods and scientific studies of teaching and school organizations.

EDUC. 405 - 406.—Dissertation Seminar in Educational Administration and Methods. (4 points.)

S., 9.15-10.55. Both semesters. Downtown. Fr. Cronin. Dr. Ryan. Dr. Burns.

EDUC. 505 - 506.—Research on Dissertation. (6 points.)

No fee.

1939-1940

A. METHODOLOGY

Note: *Cf.* ED. 125 to 181, 1938-39. Offered in 1939-40.

EDUC. 183 - 184.—Methods of Secondary Education. (4 points.)

Both semesters. Dr. Ryan.

The scope of this course includes: meaning of method in the secondary schools; needs and interests of adolescents; analysis and evaluation of procedures in motivation, questioning, assignment and review; lesson planning; lesson types; supervised study; socialized procedure; visual instruction; problem and project teaching; the appreciation lesson; method in diagnostic and remedial measures; method in controlled classroom experimentation; the use of new-type examinations, standard achievement tests and scales, in the secondary school.

EDUC. 189 - 190.—Secondary School Supervision. (4 points.)

Both semesters. Dr. Ryan.

A course dealing with the needs and means of improving instruction, especially through the activities of principals, special supervisors or heads of departments in high schools. Criteria will be developed and techniques of supervision will be discussed and evaluated in their relationship to educational objectives and in the light of experimental studies.

EDUC. 293 - 294.—History of Educational Methods. (4 points.)

Both semesters. Dr. Ryan.

An advanced course for students who have an adequate background in the field of educational methods. The course will comprise a general survey and interpretation of the rise and development of methods of teaching with special consideration of those which have continued or have reappeared in varying forms or under different names, and an analysis of the traditions and educational philosophies represented in present-day practices.

EDUC. 347 - 348.—Research in Educational Methods. (4 points.)

Both semesters. Dr. Ryan.

Cf. description EDUC. 347 - 348, 1938-39.

Techniques of Research with Diagnostic Seminar.
Cf. EDUC. 349 - 350.

Dissertation Seminar in Educational Administration and Methods.
Cf. EDUC. 405 - 406.

Research on Dissertation.
Cf. EDUC. 505 - 506.

B. EDUCATIONAL ADMINISTRATION

EDUC. 275.—Organization and Administration of Higher Education. (2 points.)

Fall. Dr. Crowley.

A basic course for instructors and administrators. This course will treat the historical growth of higher education; the distributions, levels and objectives of different types of institutions; the federal, state and accrediting controls and influences; and current problems, such as coordination, curriculum, admissions and personnel service, improvements of teaching.

EDUC. 279 - 280.—The Administration of the Elementary School. (4 points.)

Both semesters. Dr. Burns.

This course will consider the status and problems of the elementary school principal, his function as a supervisor and his relation to progressive education. There will be also a consideration of the procedures involved in the effective administration of an elementary school with critical consideration of the following major problems in elementary school administration: Testing programs; classification and promotion of pupils; extra-curricular activities and financial controls; health program; attendance; discipline; school building standards; pupil guidance and adjustment; special classes; community relations.

EDUC. 285 - 286.—School Finance. (4 points.)

Both semesters. Dr. Burns.

This course is intended for students in education, teachers and school officers who are interested in the problems of school finance. The following topics will be considered: sources of school revenue, apportionment of state school funds, school budget, control of school finances, comparative costs, financial accounting, school indebtedness, and financial publicity.

EDUC. 287 - 288.—School Law. (4 points.)

Both semesters. Fr. Cronin.

This course will consider statute and case law on the following topics: relation of school and state; school districts and municipalities; school officers; boards of education; contractual and tort liabilities of school boards and officers; legal status of teacher and pupil; school property; school money; and the rights and obligations of non-public schools.

EDUC. 349 - 350.—Techniques of Research with Diagnostic Seminar. (4 points.)

Both semesters. Fr. Cronin.

Cf. description EDUC. 349 - 350, 1938-39.

EDUC. 352.—Seminar in Problems in Catholic School Administration. (2 points.)

Spring. Dr. Crowley.

A reading and discussion course for advanced students interested in the administrative phases of the Catholic school program. The following major problems will be considered: the diocesan superintendent; the community supervisor; the Catholic school board; the Catholic women's college; State control and State support; religious instruction programs; the central Catholic high school; teacher-training; educational associations.

EDUC. 405 - 406.—Dissertation Seminar in Educational Administration and Methods.

Both semesters. Fr. Cronin. Dr. Ryan. Dr. Burns.

EDUC. 505 - 506.—Research on Dissertation. (6 points.)

No fee.

DIVISION III. EDUCATIONAL PSYCHOLOGY AND MEASUREMENTS

Divisional Requirements

The prerequisite studies for graduate work in this division are: undergraduate education, twelve (12) semester hours, and eight (8) semester hours from any one or satisfactory combination in the following fields: Psychology, Philosophy, Mathematics, Statistics and Biology.

In addition to the general requirements for graduate work in the Department of Education, students majoring in this division must take the following specific courses:

I. (A) Master's Degree:
   1. Educational Psychology (Educ. 241 - 242).

   (B) Doctor's Degree:
   1. Advanced Educational Psychology (Educ. 247 - 248).
   2. Statistical Methods in Education and Psychology (Educ. 197 - 198).

II. All students majoring in this division for either the Master's or the Doctor's degree must attend the Dissertation Seminar (Educ. 403 - 404) for at least 60 hours.

COURSES OF INSTRUCTION

1938-1939

EDUC. 195.—Educational Tests. (2 points.)

Tu., 4.30-6.10. Fall. Uptown. Dr. Rock.

A treatment of the principles and practices in the measurement of achievement, designed to prepare students to work out measurement programs

in practical school situations. Topics to be treated include: the need for educational measurements; the advantages and limitations of tests; criteria for the selection of achievement and diagnostic tests; methods of administration, scoring and presentation of the results of testing; the application of test results. A survey of achievement and diagnostic tests will be made and specific recommendations given regarding the more satisfactory tests available for use in particular subject fields.

EDUC. 196.—Intelligence Tests. (2 points.)

Tu., 4.30-6.10. Spring. Uptown. Dr. McCarthy.

Group intelligence tests and their applications will be treated in this course. An analysis will be made of the major assumptions underlying mental measurements. A critical survey will be made of group intelligence tests, and criteria will be developed for the selection of tests. In the light of these criteria, recommendations will be made regarding specific tests for use in primary, intermediate grade, junior and senior high school testing programs. Application of the results of intelligence tests to such practical problems as classification, prediction of failure, special subject-matter disabilities, guidance and disciplinary cases will be treated. Techniques for the administration, scoring and presentation of test results will be given. The relationships among measures of intelligence, achievement and special aptitudes will be discussed.

EDUC. 199.—The Use of Punched Card Tabulating Machines in Educational Research. (2 points.)

S., 9.15-10.55. Spring. Downtown. Dr. Rock.

A lecture and demonstration course covering the application of punched card tabulating machines to the analysis of educational and other statistical data from large numbers of cases. Topics to be treated include: the construction and analysis of questionnaires; item analysis of educational, intelligence and personality tests; simple and multiple correlation by the punched card method; school census and school survey problems.

A complete set of Hollerith Tabulating Machines will be available in the statistical laboratory for demonstration purposes.

EDUC. 241.—Educational Psychology. (2 points.)

M., 4.30-6.10. Fall. Uptown. Dr. McCarthy.

The present status of research on the following topics as they relate to educational theories and practices: heredity, growth and maturation; theories of instinct; emotion; motivation and personality adjustments; general and special capacities; uses and results of intelligence testing.

EDUC. 242.—Educational Psychology. (2 points.)

M., 4.30-6.10. Spring. Uptown. Dr. Rock.

The present status of research on the following topics as they relate to educational theories and practices: theories of learning; economy and guidance of learning; transfer of training; the higher thought processes; conditions affecting efficiency; personality and character.

EDUC. 243.—Psychology of Elementary School Subjects. (2 points.)

S., 11.05-12.45. Fall. Downtown. Dr. Rock.

A critical survey of the most important research studies relating to the learning of arithmetic, spelling, reading, language and the social studies. Psychological data bearing upon recent modifications in instructional procedures will be considered. The educational implications of the magnitude of individual differences in ability and achievement will be treated.

EDUC. 244.—Psychology of Seconary School Subjects. (2 points.)

S., 11.05-12.45. Spring. Downtown. Dr. Rock.

A survey of the most important research studies relating to the learning of mathematics, English and foreign languages and the natural and social sciences in the high school.

Experimental evaluations of ability grouping will be studied and a brief consideration given to the psychological techniques proposed and employed for the guidance of secondary school pupils.

EDUC. 245.—Diagnosis and Remedial Treatment of Reading Disability. (2 points.)

S., 9.15-10.55. Fall. Downtown. Dr. Rock.

A survey of theories of reading disability and a critical analysis of experimental data in relation to them. Practical diagnostic techniques and remedial procedures will be considered in detail with particular attention to the analytical and remedial procedures devised by Gates, M. Monroe, Betts, Taylor, Fernald and Keller.

EDUC. 265 - 266.—Individual Mental Examination. (4 points.)

S., 11.05-12.45. Both semesters. Downtown. Dr. McCarthy.

This course includes a discussion of the history and development of individual mental tests, together with an evaluation and interpretation of their results in the light of recent experimental studies. Students are trained in the techniques of administering, scoring and interpreting psychometric examinations. In the first semester, emphasis will be placed on the administration of the Stanford Binet examination. In the second semester, emphasis will be placed on non-verbal performance tests and special aptitude tests commonly used in clinical practice. This course is preparatory to psychometric work in schools and clinics.

EDUC. 403 - 404.—Dissertation Seminar in Educational Psychology and Measurements. (4 points.)

W., 4.15-5.55. Both semesters. Downtown. Dr. Rock.

EDUC. 503 - 504.—Research on Dissertation. (6 points.)

No fee.

1939-1940

EDUC. 191 - 192.—Psychology of Childhood. (6 points.)

Both semesters. Dr. McCarthy.

A study of the development of the normal child from birth to maturity. Physical, mental, emotional and social development will be followed through a critical study and evaluation of recent experimental and observational studies. Opportunity will be afforded for observation of young children. EDUC. 191 is a prerequisite for registration in EDUC. 192.

EDUC. 193.—Psychological Factors in the Education of Subnormal Children. (2 points.)

Fall. Dr. McCarthy.

A study of the potentialities and limitations of the subnormal child. Special emphasis will be placed on the learning process and social development of the retarded child in comparison with normal children. Experimental

psychological evidence bearing on the problems of educational and personality adjustment in subnormal children will be given critical evaluation.

EDUC. 194.—Psychological Factors in the Education of Gifted Children. (2 points.)

Spring. Dr. McCarthy.

A study of the potentialities and educational needs of the gifted child. The learning process and social development in gifted children will be considered in comparison with that of normal children, and experimental evidence bearing on the problems of the educational and personality adjustment of gifted children will be critically evaluated.

EDUC. 195.—Educational Tests. (2 points.)

Fall. Dr. Rock.

Cf. description EDUC. 195, 1938-39.

EDUC. 196.—Intelligence Tests. (2 points.)

Spring. Dr. McCarthy.

Cf. description EDUC. 196, 1938-39.

EDUC. 197 - 198.—Statistical Methods in Education and Psychology. (4 points.)

Both semesters. Unassigned.

This course is designed to prepare the student with limited mathematical background to read reports of experiments in the technical literature of education and psychology. Emphasis will be placed on the assumptions underlying the use of various statistical formulas and on the interpretation of statistical measures, tables and graphs. Topics to be treated in the first semester include: graphical representation, measures of central tendency, variability, correlation, reliability and validity.

Topics to be treated in the second semester include: regression, measures of relationship other than the Pearson *r*, partial and multiple correlation, errors of measurement, sampling errors, and the methods of prediction. The applications of all these measures to specific experimental problems and to routine studies in education and psychology will be stressed. Published research studies will be critically examined as to the use and applications of various statistical methods. Demonstrations will be given of economical methods of treating test scores or other data from large numbers of cases by use of calculating machines and punched card tabulating equipment.

(Substitution for language requirement: Students majoring in education may offer, with the approval of their Division Chairmen, statistics as a substitute for the language requirements for the M.A. degree or in place of one of the languages required for the Ph.D. degree. Students completing Parts I and II of this course should apply to the instructor for a special examination in order to secure certification for this substitution.)

EDUC. 241.—Educational Psychology. (2 points.)

Fall. Dr. McCarthy.

Cf. description EDUC. 241, 1938-39.

EDUC. 242.—Educational Psychology. (2 points.)

Spring. Dr. Rock.

Cf. description EDUC. 242, 1938-39.

EDUC. 245.—Diagnosis and Remedial Treatment of Reading Disability. (2 points.)

Fall. Dr. Rock.

Cf. description EDUC. 245, 1938-39.

EDUC. 246.—Measurements of Interests and Attitudes. (2 points.)

Spring. Dr. Rock.

A study of the tests, rating scales, questionnaires and similar devices which have been developed for the measurement of the interests and attitudes of children and adults.

EDUC. 247 - 248.—Advanced Educational Psychology. (2 points.)

Both semesters. Dr. Rock.

(*Prerequisite:* EDUC. 241 - 242 or its equivalent.)

An intensive study of a small number of important problems in educational psychology with emphasis upon criticism of recent and current research on those problems.

This course is required of all candidates for the Doctor's degree in the Division of Educational Psychology, but students majoring in other divisions may enroll in the course, provided they have already completed one graduate course in educational psychology.

EDUC. 265 - 266.—Individual Mental Examination. (4 points.)

Both semesters. Dr. McCarthy.

Cf. description EDUC. 265 - 266, 1938-39.

EDUC. 403 - 404.—Dissertation Seminar in Educational Psychology and Measurements. (4 points.)

Both semesters. Dr. Rock.

EDUC. 503 - 504.—Research on Dissertation. (6 points.)

No fee.

DEPARTMENT OF ENGLISH

Dr. Tobin, *Head of Department;* Dr. Donahue, Dr. Perkinson, Dr. Reber.

Departmental Requirements

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 19 to 26 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

As a prerequisite, twenty-four credit hours of undergraduate English should be completed before a student may be accepted for a graduate degree in this department.

Students should determine at the outset of graduate work, or, under no circumstances, not later than the completion of six credit hours of work, the field in which research is to be done. The Department of English is divided into the following divisions: I, History of the English Language; II, Old English; III,

Mediæval Literature; IV, Renaissance Literature; V, Literature of the Eighteenth Century.

Mere comprehension of course assignments and lectures is not sufficient; it is presumed that the student, to a great extent, will gain mastery of his own and allied fields by independent study.

For the M.A.: The minimum requirements for this degree are twenty-four semester hours of course work, the successful passing of a comprehensive examination and the satisfactory completion of a dissertation.

The course in Anglo-Saxon, which is required, should be completed the first year, during which time the student also should attend the lectures on Methods of Research.

The comprehensive examination for the Master's degree is a test of the student's general knowledge of literature, and a means of proving his fitness as a candidate for a graduate degree. The examination is divided as follows: Part I, English Literature to 1603; Part II, English Literature, 1603-1800.

For the Ph.D.: The minimum requirements for this degree are sixty semester hours of course work beyond the Bachelor's degree, the successful passing of a comprehensive examination, the satisfactory completion of a dissertation, followed by an oral examination upon the dissertation and the general field of study.

Of this minimum, the courses in Anglo-Saxon, Chaucer, and the History of the English Language are required. The remainder of the program will be arranged in consultation with the student's Mentor.

The comprehensive examination for the Doctor's degree consists of six parts, one of which investigates the student's mastery of the field of specialization in which the dissertation is to be written, the others his advanced knowledge of the following fields: History of Language, English Literature of the Anglo-Saxon Period (to 1100), of the Middle English Period (to 1485), of the Sixteenth, Seventeenth, Eighteenth, and Nineteenth Centuries.

Before a student may present himself for the written comprehensive examinations, he must appear before the Faculty Committee for a preliminary oral test of his fitness. On the basis of the results of this test, the student will be recommended to proceed to the written examinations or to further preparatory study.

ENG. 111 - 112.—Introduction to Mediæval Literature. (6 points.)

M., W., 1.30-2.45. Fall and Spring. Dr. Tobin.

An historical survey of English literature in the Twelfth, Thirteenth and Fourteenth Centuries, with particular stress upon the Continental associations. The relation of the mediæval church, court and populace to culture. The background and achievement of the age of Chaucer.

ENG. 201 - 202.—Anglo-Saxon. (4 points.)

S., 11.05-12.45. Fall and Spring. Dr. Reber.

An introductory course in the Anglo-Saxon language and literature. The main purpose of the course is to give students facility in reading English in its older and basic forms. Due attention is paid to phonology, inflection and syntax.

ENG. 203.—Anglo-Saxon Civilization. (2 points.)

S., 11.05-12.45. Fall. Dr. Donahue.

A general introduction to Anglo-Saxon culture, based chiefly on a study of St. Bede and other early Anglo-Latin writers, with particular reference to the mediæval background.

ENG. 205 - 206.—Beowulf and Other Heroic Poems. (4 points.)

M., 4.30-6.10. Fall and Spring. Dr. Reber.

A critical study of the text of Beowulf and of the other heroic poems, embracing the linguistic, literary and historical matters involved.

ENG. 215.—The Mediæval Lyric.

Not given in 1938-1939.

ENG. 216.—Early English Religious Poetry. (2 points.)

S., 11.05-12.45. Spring. Dr. Donahue.

A careful study of selected monuments of Anglo-Saxon religious poetry. *(Prerequisite:* ENG. 201 - 202.)

ENG. 217 - 218.—Chaucer. (4 points.)

Tu., 4.30-6.10. Fall and Spring. Dr. Reber.

A reading of the more significant poems, with attention to the language, the versification, the sources, the literary characteristics and the historical background.

ENG. 222.—Early Tudor Literature. (2 points.)

S., 9.15-10.55. Spring. Dr. Tobin.

The transition from the mediæval to the reniassance; William Caxton; poetry of the reigns of Henry VII and Henry VIII; St. Thomas More and his associates.

ENG. 225 - 226.—English Literature of the Late Sixteenth Century. (4 points.)

S., 9.15-10.55. Fall and Spring. Dr. Perkinson.

An introduction to the Renaissance, with emphasis on Italian and French literary movements and on the Elizabethan lyric. During the second semester a study will be made of the works of Edmund Spenser.

ENG. 231 - 232.—Shakespeare. (4 points.)

Th., 4.30-6.10. Fall and Spring. Dr. Perkinson.

The Elizabethan stage, London theatres and dramatic companies. Shakespeare's dramatic development and technique. Prospective students should already possess a knowledge of the principal works of the other dramatists of the period.

ENG. 235 - 236.—English Drama: 1559-1642.

Not given in 1938-1939.

ENG. 241 - 242.—English Literature of the Seventeenth Century.

Not given in 1938-1939.

ENG. 243.—Milton. (2 points.)

Tu., 4.30-6.10. Fall. Dr. Perkinson.

A study of the works of Milton, with attention to historical significance, to traditional and to modern criticism.

Note: Students registering for this course should also take ENG. 343.

ENG. 246.—Dryden. (2 points.)

Tu., 4.30-6.10. Spring. Dr. Perkinson.

A study of Dryden and Restoration literature.

Note: Students registering for this course should also take ENG. 346.

ENG. 251 - 252.—Age of Pope. (4 points.)

M., 4.30-6.10. Fall and Spring. Dr. Tobin.

English thought in the early Eighteenth Century. The critical canons of Pope, Swift, Addison and Steele. Their literary associations. The development of journalism and of the early novel.

Note: Students registering for this course should also take ENG. 351 - 352.

ENG. 255 - 256.—Age of Johnson. (4 points.)

W., 4.30 - 6.10. Fall and Spring. Dr. Donahue.

Johnson and his "circle." The rise and development of the novel. Changing tastes from Thomson to Burns.

Note: Students registering for this course may also take ENG. 355 - 356.

LANGUAGE

ENG. 281.—Introduction to Linguistic Science. (2 points.)

F., 4.30-6.10. Fall. Dr. Donahue.

A brief study of general phonetics; the historical approach to language; the descriptive approach.

ENG. 285 - 286.—History of the English Language. (4 points.)

Th., 4.30-6.10. Fall and Spring. Dr. Reber.

The Indo-European family of languages; the Germanic languages; phonetics; the development of the English sounds; English inflections.

Anglo-Saxon.

Cf. ENG. 201 - 202.

ENG. 289 - 290.—Middle English.

Not given in 1938-1939.

ENG. 292.—Gothic. (2 points.)

F., 4.15-6.10. Spring. Dr. Donahue.

A study of Gothic as an introduction to the comparative grammar of the Germanic languages.

ENG. 294.—Old Norse.

Not given in 1938-1939.

SEMINARS

ENG. 343.—Seminar: Milton. (1 point.)

W., 4.15-5.05. Fall. Dr. Perkinson.

Advanced study of special problems connected with ENG. 243.

ENG. 346.—Seminar: Dryden. (1 point.)

W., 4.15-5.05. Spring. Dr. Perkinson.

ENG. 351 - 352.—Seminar: Pope. (2 points.)

W., 5.10-6.00. Fall and Spring. Dr. Tobin.

Advanced study of special problems connected with ENG. 251 - 252. The seminar may also be taken separately.

ENG. 355 - 356.—Seminar: Johnson. (2 points.)

Th., 3.30-4.20. Fall and Spring. Dr. Donahue.

Advanced study of special problems connected with ENG. 255 - 256. The seminar may also be taken separately.

RESEARCH GROUPS

Methods of Research.

W., 3.30-4.20. Fall. Dr. Tobin, Mr. Belvedere.

A series of lectures planned to introduce the student to the methods and responsibilities of graduate work. Among the subjects to be discussed are: The meaning of a dissertation and of a term paper, the search for a problem, the gathering and organization of material, the relative use of primary and secondary sources, the proper use of library facilities, the preparation of bibliographies, the rules of form governing the final draft of dissertations. Actual case work will familiarize the student with mechanical details.

Journal Club.

Group discussion of recent publications in the field of English literature, particularly in the scholarly journals.

Meets on the second Wednesday of each month, at 3.30.

Reading and Research.

Special assignments adapted to the needs of individual students, under the regular direction and supervision of the Faculty Committee, may be arranged for with the permission of the latter. The problems of research pursued may be done by directed readings or in seminar groups. Credit allowance for such work will be determined by the Committee.

ENG. 501 - 502.—Research on Dissertation. (6 points.)

No fee.

DEPARTMENT OF HISTORY

Fr. Zema, S.J., *Head of Department;* Dr. O'Sullivan, *Acting Head of Department;* Dr. Hoffman, Mr. Levack, Dr. Schuler, Fr. Gerald Walsh, S.J.

Departmental Requirements

Prerequisite:

A minimum of twenty-four semester hours of undergraduate work in history. Students who have not the required number of semester hours may register with the understanding that the deficiency will be made up. Students whose undergraduate work did not include Scholastic Philosophy are obliged to take the course in the Fundamentals of Scholastic Philosophy.

Candidates for the Ph.D. will satisfy background requirements if their Master's degree has centered on History. Failing an adequate background, students will be required to do as much supplementary work in History as the Dean and the Faculty Committee may judge sufficient.

Requirements for the Master's Degree:

(1.) A minimum of twenty-four semester hours of Graduate work in History.

(2.) A comprehensive examination testing Candidate's mastery of his major division, plus another field chosen as a minor. The Candidate will be responsible for a *thorough* knowledge of *two* fields in the major division and the field chosen as a minor, while a *general* knowledge of the third field in the major division, will be required.

(3.) A satisfactory dissertation.

Requirements for the Doctor's Degree:

(1.) A minimum of sixty semester hours in History beyond those required for the Bachelor's Degree.

(2.) A comprehensive examination testing the Candidate's knowledge in all fields of the major division, and of three additional fields, one to be chosen from each of the other divisions.

(3.) A satisfactory dissertation.

(4.) An oral examination on the dissertation, its related field and subjects.

Independent Study:

The mastery of any field will in no instance mean a comprehension of the courses given within it. It is presumed that

the student will supplement course assignments and lectures by independent study.

Extra-Departmental Credit:

In the Department of History, no minors which are outside the field of History will be admitted for credit towards a degree, except the course in Scholastic Philosophy, where it is required.

Language Requirement:

For the M.A.: either French or German; only in exceptional cases will Spanish be allowed.

For the Ph.D.: French and German required. Spanish not credited towards fulfilling the Departmental requirements.

Graduate-Undergraduate Courses:

Courses marked 100-199 are designed not only for graduate students but also for undergraduate students majoring in History.

Divisions and Fields:

At registration or shortly thereafter students should determine their division of concentration. For this purpose the department consists of four divisions, with three fields in each.

Division A

(1) Oriental Antiquity.
(2) Classical Antiquity.
(3) Christian Antiquity.

Division B

(1) Early Middle Ages, 395-887.
(2) Later Middle Ages, 887-1270.
(3) Transition Europe, 1270-1519.

Division C

(1) Europe, 1519-1789.
(2) Europe, 1789-1878.
(3) Europe, 1878-.

Division D

(1) America, 1492-1783.
(2) America, 1783-1865.
(3) America, 1865-.

Prescribed Courses

For M.A.: 1. Science and Method of History; 2. Religious and Cultural History of the Fifteenth and Sixteenth Centuries; 3. A full year seminar in the division of concentration.

For Ph. D.: 1. Christian Antiquity; 2. Seminar in division of concentration; 3. Requirements (1) and (2) for the M.A. if the requirement is not satisfactorily fulfilled elsewhere.

HIST. 201.—Science and Method of History. (2 points.)

M., 4.30-6.10. Fall semester. Dr. O'Sullivan.

Nature, scope and scientific development of history; value of human testimony and belief; possibility of historical certitude. *Heuristic:* principles and method of research; compilation of bibliographies and locating of sources. *Criticism:* principles and methods of determining the genuineness, integrity, meaning and credibility of sources. *Synthesis:* principles and method of historical reconstruction; nature and function of analogy, hypothesis, induction and statistics in historical synthesis.

HIST. 250.—Religious and Cultural History of the Fifteenth and Sixteenth Centuries. (2 points.)

M., 4.30-6.10. Spring semester. Fr. Gerald Walsh, S.J.

The constitutional crisis in the Church: Western Schism, popes and councils in the fifteenth century. The spiritual crisis: monastic and parochial life, Devotio moderna, beginnings of revolt and heresy. The intellectual crisis: scholasticism, mysticism, humanism. The Protestant Revolt in England and on the Continent. The Catholic Reformation: renovation of spiritual life, Council of Trent, reform popes, Society of Jesus, Saints and doctors of the Church.

HIST. 501 - 502.—Research on Dissertation. (6 points.)

DIVISION A (Antiquities)

HIST. 107.—History of Rome to the Augustan Era. (2 points.)

T., 4.30-6.10. Fall. Fr. Arbesmann, O.S.A.

The purpose of this course is to study in connection with the great political movements the social, economic and intellectual forces which conditioned the Roman Empire. The sources of Roman history; growth of Roman institutions; political and social organization of the early Republic; conquest of Italy and of the Mediterranean basin; modification of Roman culture by Hellenistic inroads; the Principate and early Empire.

The Roman Historians.

Cf. LATIN 228.

HIST. 211.—Christian Antiquity. (2 points.)

M., 4.30-6.10. Fall semester. Fr. Gerald Walsh, S.J.

The religious, social and political conditions of the Roman Empire in the first century. The founding and early development of the Christian Church. Political and intellectual opposition to the Church. Expansion of Christianity. Constitutional and dogmatic development. Heresies and schisms. The fourth century: emperors and popes, church councils, christian literature.

DIVISION B (Middle Ages)

HIST. 125 - 126.—Mediæval History: 395-1519. (6 points.)

T., Th., 4.30-5.45. Both semesters. Dr. O'Sullivan.

The main purpose of this course is to introduce the student to the study of particular subjects rather than a sequence of events to cover the whole period. Such subjects as mediæval institutions, growth of communes, main currents of mediæval culture and civilization, will be interpreted in their relation to history as a whole.

HIST. 225.—Empire and the Papacy. (2 points.)

F., 4.30-6.10. Fall semester. Dr. O'Sullivan.

An analysis of the claims of the Papacy against those of the Empire. Particular attention will be devoted to the Investiture struggle, the claims of the Hohenstauffens, and to one of the greatest mediæval popes, Innocent III.

HIST. 226.—Europe in the Fourteenth Century. (2 points.)

F., 4.30-6.10. Spring semester. Fr. Gerald Walsh, S.J.

The Church: Boniface VIII, popes at Avignon, western Schism. The Empire: Henry VII, Lewis of Bavaria, Charles IV, Wenceslaus. The Nations: France, England, Hundred Years' War, Spain, eastern Europe. The Cities: English boroughs, Italian signorie, German city leagues. Economic life: Guilds, Hanseatic League, banking, industry, papal finance, Black Death, Culture: scholasticism, mysticism, vernacular literature, architecture and painting.

HIST. 233.—Introduction to Latin Palæography and Mediæval Diplomatics. (2 points.)

W., 4.30-6.10. Fall semester. Fr. Gerald Walsh, S.J.

Ancient and mediæval writing materials. Types of writing: square and rustic capital, uncial and semi-uncial, Lombard, Merovingian, Visigothic, Beneventan, Carolingian minuscule, Gothic, Humanistic. Varieties in script and diplomatic style from the ninth to the fifteenth century. Abbreviations, punctuation, numerals.

HIST. 325 - 326.—Seminar in Mediæval History. (6 points.)

S., 11.05-12.45. Both semesters. Dr. O'Sullivan.

The aim of this seminar is to afford training in the principles of critical scholarship and in the technique of good methodology. The general subject of investigation will be *The Pontificate of Innocent III*, and each member of the seminar will present for discussion and criticism his findings on one or more of a cycle of subjects hinging on Innocent's election and family connections; his relations with the monarchs of Europe; the Fourth Crusade; the Imperial Schism; the Albigensian Crusade; the Fourth Lateran Council.

HIST. 425 - 426.—Individual Reading and Research Courses. (Number of points to be determined by the Mentor.)

Designed to meet the individual needs of the students who are candidates for degrees and who may be permitted to pursue private readings and research under the personal direction of a member of the Faculty within whose competence the research subject lies.

DIVISION C (Modern European)

HIST. 155 - 156.—Main Currents of Modern European History. (6 points.)

T., Th., 4.30-5.45. Both semesters. Mr. Levack.

This course is presented to graduate students for the particular purpose of enabling them, while pursuing specialized studies, to strengthen their grasp upon the perspective of modern European history in its totality. Emphasis will be laid upon analysis and fundamental explanation of great historical crises and transformations rather than upon the narrative of sequential events. The first semester: to 1815; the second semester: since 1815.

HIST. 161-162.—Modern History of the Mediterranean World. (6 points.)

W., F., 12.30-1.45. Both semesters. Dr. Hoffman.

A study of the whole complex of historical activity in this geographical area, with special attention given to the relation of European states with the Ottoman Empire, the decline of that empire, the fastening of European political, economic and cultural dominion upon Moslem Africa and the Levant, the rival policies and ambitions of Britain, France and Italy, and the formation of the contemporary position of forces.

HIST. 259-260.—The Age of the Enlightenment, 1660-1789. (4 points.)

W., 4.30-6.10. Both semesters. Dr. Hoffman.

An examination of the balance of political and cultural forces in Post-Reformation Europe, with special treatment given to the breach with mediæval tradition and secularization of intellectual interests, *philosophe* rationalism and the rise of liberalism, economic and social changes and the influence of these upon state activity. During the Spring semester the beginnings of the romantic reaction against the Enlightenment will also be presented for discussion.

HIST. 261.—The French Revolution. (2 points.)

S., 9.15-10.55. Fall semester. Mr. Levack.

The monarchical and political experiments of the years 1789-1799; the rise of Napoleon; the early coalitions against France; the dissemination of the Revolution in Europe.

HIST. 351-352.—Seminar in Modern European History. (6 points.)

S., 11.05-12.45. Both semesters. Dr. Hoffman.

Studies in social and political thought, criticism and reform in *Great Britain and Western Europe, 1830-1880*. Topics will be drawn to throw light upon the activities of the liberal and conservative governments of this age, upon the growth of industrial capitalism, and the thought of the age with reference to political and social questions.

HIST. 451-452.—Individual Reading and Research Courses. (Points to be determined by the Mentor.)

Designed to meet the individual needs of the students who are candidates for degrees and who may be permitted to pursue private readings and research under the personal direction of a member of the Faculty within whose competence the research subject lies.

DIVISION D (American)

HIST. 175-176.—American History. (6 points.)

T., Th., 12.30-1.45. Both semesters. Mr. Levack.

This course is intended to familiarize the student with the main outlines of the principal developments in the history of the Americas. Emphasis will be placed upon the conclusions of more recent research. First semester: through the age of independence; second semester: since the age of independence.

HIST. 284.—The Civil War Period. (2 points.)

S., 9.15-10.55. Spring semester. Mr. Levack.

Analysis of the social, economic and political condition that resulted in the struggle for Southern independence; the war years in the North and South.

HIST. 291 - 292.—Economic History of the United States. (4 points.)

F., 4.30-6.10. Both semesters. Dr. Schuler.

The causes and developments of economic movements in the United States; the industrial and agricultural revolution; immigration and organized labor; "Big Business" and immediate problems.

HIST. 293 - 294.—American Foreign Policy. (4 points.)

W., 4.30-6.10. Both semesters. Dr. Schuler.

The first semester will cover the period from 1778 to 1865; the second semester will cover the period from 1865 to the present. Specialized investigation of those situations which have most deeply influenced America's affairs at home and abroad.

HIST. 375 - 376.—Seminar in American History. (6 points.)

S., 11.05-12.45. Both semesters. Dr. Schuler.

The seminar is conducted within the framework of a roundtable. The aim of the reports and discussions is to show a mastery of the principles of historical research, stimulating independent scholarship. The subjects chosen for the year are: The *Agrarian Revolt* during the first semester, and *Theodore Roosevelt and the New Nationalism* during the second semester, both topics being in a sense, interrelated.

HIST. 475 - 476.—Individual Reading and Research Courses. (Number of points to be determined by the Mentor.)

Designed to meet the individual needs of the students who are candidates for degrees and who may be permitted to pursue private readings and research under the personal direction of a member of the Faculty within whose competence the research subject lies.

1939-1940

Prescribed Courses

HIST. 201.—Science and Method of History. (2 points.)

Dr. O'Sullivan.

HIST. 250.—Religious and Cultural History of the Fifteenth and Sixteenth Centuries. (2 points.)

Fr. Gerald Walsh, S.J.

HIST. 501 - 502.—Research on Dissertation. (6 points.)

DIVISION A

HIST. 211.—Christian Antiquity. (2 points.)

Fr. Gerald Walsh, S.J.

DIVISION B

HIST. 125 - 126.—Survey of Mediæval History: 395-1519. (6 points.)

Dr. O'Sullivan.

HIST. 235.—Cultural History up to the Twelfth Century. (2 points.)
Dr. O'Sullivan.

HIST. 236.—The Twelfth Century Renaissance. (2 points.)
Fr. Gerald Walsh, S.J.

HIST. 241.—Europe in the Fifteenth Century. (2 points.)
Fr. Gerald Walsh, S.J.

HIST. 331 - 332.—Seminar in Mediæval History. (6 points.)
Dr. O'Sullivan.

DIVISION C

HIST. 155 - 156.—Main Currents of Modern European History. (6 points.)
Mr. Levack.

HIST. 161 - 162.—Modern History of the Mediterranean World. (6 points.)
Dr. Hoffman.

HIST. 257.—Age of Cromwell and Richelieu. (6 points.)
Mr. Levack.

HIST. 265 - 266.—Europe in the Age of Pius IX, 1846-1878. (4 points.)
Dr. Hoffman.

HIST. 353 - 354.—Seminar in Modern European History. (6 points.)
Dr. Hoffman.

DIVISION D

HIST. 175 - 176.—American History. (6 points.)
Mr. Levack.

HIST. 276.—American Colonies to 1763. (2 points.)
Mr. Levack.

HIST. 285 - 286.—Social and Intellectual History of the United States. (4 points.)
Dr. Schuler.

HIST. 287.—History of Political Parties. (2 points.)
Dr. Schuler.

HIST. 288.—The Gilded Age. (2 points.)
Dr. Schuler.

HIST. 377 - 378.—Seminar in American History. (6 points.)
Dr. Schuler.

1940-1941

Prescribed Courses

HIST. 201.—Science and Method of History. (2 points.)
Dr. O'Sullivan.

HIST. 250.—Religious and Cultural History of the Fifteenth and Sixteenth Centuries. (2 points.)
Fr. Gerald Walsh, S.J.

HIST. 501 - 502.—Research on Dissertation. (6 points.)

DIVISION B

HIST. 125 - 126.—Survey of Mediæval History: 395-1519. (6 points.)
Dr. O'Sullivan.

HIST. 233.—Introduction to Latin Palæography and Mediæval Diplomatics. (2 points.)
Fr. Gerald Walsh, S.J.

HIST. 242.—The Crusades. (2 points.)
Dr. O'Sullivan.

HIST. 245.—The History of Historical Writing. (2 points.)
Fr. Gerald Walsh, S.J.

HIST. 335 - 336.—Seminar in Mediæval History. (6 points.)
Dr. O'Sullivan.

DIVISION C

HIST. 155 - 156.—Main Currents of Modern European History. (6 points.)
Mr. Levack.

HIST. 161 - 162.—Modern History of the Mediterranean World. (6 points.)
Dr. Hoffman.

HIST. 256.—Europe in the Sixteenth Century. (2 points.)
Fr. Gerald Walsh, S.J.

HIST. 263.—Reaction and Revolution: 1800-1848. (2 points.)
Mr. Levack.

HIST. 267 - 268.—Europe Since 1878. (4 points.)
Dr. Hoffman.

HIST. 355 - 356.—Seminar in Modern European History. (6 points.)
Dr. Hoffman.

DIVISION D

HIST. 175 - 176.—American History. (6 points.)
MR. LEVACK.

HIST. 278.—American Revolution: 1763-1789. (2 points.)
MR. LEVACK.

HIST. 279.—History of Slavery. (2 points.)
DR. SCHULER.

HIST. 280.—History of Labor in the United States. (2 points.)
DR. SCHULER.

HIST. 281 - 282.—Westward Expansion. (4 points.)
DR. SCHULER.

HIST. 375 - 376.—Seminar in American History. (6 points.)
DR. SCHULER.

DEPARTMENT OF PHILOSOPHY

FR. BULL, S.J., *Head of Department,*
Dr. Chapman, Dr. O'Meara, Dr. Pegis, Dr. Pollock,
Dr. Salmon, Mr. Sullivan.

Studies in Graduate Philosophy will be conducted on the basis of a progressive cycle through three full years. The cycle consists of three programs, A, B and C, offered as follows: Program A, 1937-1938; Program B, 1938-1939; Program C, 1939-1940.

Although the ideal arrangement would be for students, especially for the doctorate, to begin their work with Program A and then maintain the natural sequence of these programs, *students may, however, begin their work with any of these programs.* Description of courses offered under Program B (1938-1939) will be found on page 92.

Programs consist of four divisions as follows:

I. *Historical Courses.* This group includes courses devoted to the history of philosophy.

II. *Systematic Philosophy: Pure Systematic Philosophy.* This group includes those courses which are directly concerned with the *formed* Scholastic conclusions on the nature of reality. The historical or genetic elements are merely incidental.

III. *Systematic Philosophy: The Formation of Systems.* This group includes those courses which are directly concerned with the *formation* of philosophical systems and with special philosophical problems as they are seen to arise under given

historical conditions. It differs from the mere history of philosophy by its emphasis on the system as such and its formation, rather than on the characteristics of periods in the history of philosophy.

IV. *Text Courses.* The courses in this group are devoted exclusively to the following aims: (a) the direct reading and analysis of philosophical texts as supplements to other courses in philosophy; (b) special research text reading under guidance; (c) the translation, annotation and editing of mediæval Latin texts; (d) the editing of philosophical texts still in manuscript form.

Departmental Requirements

I. *Prerequisites:*

A minimum of 20 points of undergraduate work in philosophy. Students whose undergraduate work in philosophy has not included Scholastic Philosophy are obliged to take the courses in the Fundamentals of Scholastic Philosophy.

II. *Requirements for the Master's Degree:*

1. Twenty-four points of graduate work. Of these 24 points, one course each term must be taken from each of the four divisions of the program. Students are responsible also for the problems annexed to the courses they choose.
2. A comprehensive examination divided into three parts as follows: (I) Greek Philosophy from Thales to Aristotle, inclusively; (II) Mediæval Philosophy (from the eighth to the end of the thirteenth century); (III) Modern Philosophy, Scholastic and Anti-Scholastic, in the seventeenth, eighteenth and nineteenth centuries. The examination is intended to test the student's general knowledge of the course of philosophical thinking and to prove his acquaintance with the greater collections, bibliographies, etc., which must be used in philosophical research.
3. Completion of a satisfactory dissertation.

III. *Requirements for the Doctor's Degree:*

1. Sixty points of graduate work beyond those required for the Bachelor's Degree. Of these, one course each term must be taken from each division of the programs occurring in the student's first two years of course work. Courses for the program of his third year will be deter-

mined by his mentor and the head of this department with due regard for the student's field of specialization. Students are responsible also for the problems annexed to the courses they choose.

2. A comprehensive examination divided into six parts as follows: (1) Greek Philosophy from Thales to Plotinus, inclusively, with special emphasis on the Metaphysics of Aristotle and the theory of ideas in Plato; (II) Patristic Philosophy; (III) Mediæval Philosophy, from the period of its formation in the ninth century, to the end of the period of its restoration, c. 1620. The student must select and offer for special examination, within the limits of this period, an organic part of the work of one major writer; (IV) Modern Philosophy, from Descartes to the end of the nineteenth century; (V) Scholastic Philosophy in the seventeenth, eighteenth, nineteenth and twentieth centuries; (VI) Field of Specialization. The examination is intended to test the student's advanced general knowledge of the course of developments of philosophical speculation, his acquaintance with general sources, such as the greater collections, bibliographies, etc., and his intimate knowledge of the field of specialization.
3. Completion of a satisfactory dissertation and an oral examination upon the dissertation and the student's special field.

IV. *Field of Specialization:*

Candidates, both for the M.A. and for the Ph.D. must, as soon as possible after matriculation, choose a field of specialization within one of the divisions of this department. M.A. candidates must do this before they have completed eight points of work; Ph.D. candidates before they have completed ten points of work. The choice of a field must be made known to the Department Head, who will assign a mentor to direct the student's work.

V. *Transfer Students:*

Students who transfer to this department after having taken the Master's degree in some other field of graduate study, must, (a) satisfy the prerequisite for this department as explained above; (b) present for the approval of the department head evidence that the former field of study is allied to the subject of philosophy; (c) present at least 44 points in graduate philosophy.

PROGRAM A

(First Semester)

I. History of Ancient Philosophy:

1. From the Pre-Socratics to Aristotle. Dr. Pegis.

II. Systematic Philosophy: *Pure Systematic Philosophy.*

1. The Meaning of Scholasticism. Dr. Salmon.
2. Philosophy of Nature (I). Dr. Salmon.
3. The Philosophy of Being (I). Mr. Sullivan.
4. Fundamentals of Scholastic Philosophy (I). Fr. Bull, S.J.
5. Fundamentals of Scholastic Philosophy (II). Fr. Bull, S.J.

III. Systematic Philosophy: *The Formation of Systems.*

1. *Philosophical Systems:*
   (a) The System of Plato. Dr. Pegis.
   (b) The System of St. Augustine. Dr. Pollock.
2. *Philosophical Problems:*
   (a) Plato's theory of the categories of being. Dr. Pegis.
   (b) Aristotle and the problem of change. Dr. Chapman.
   (c) St. Augustine and the Freedom of the Will. Dr. Pollock.
   (d) John Scotus Eriugena and the Pseudo-Dionysian System. Dr. Pollock.
   (e) Malebranche and Causality. Mr. Sullivan.
   (f) The Problem of Reality in Contemporary British and American Philosophy. Dr. O'Meara.

IV. Text Courses.

1. Aristotle: Metaphysics (Selections). Dr. Chapman.

(Second Semester)

History of Ancient Philosophy:

1. From Aristotle to St. Augustine. Dr. Pegis.

Systematic Philosophy: *Pure Systematic Philosophy.*

1. Philosophy of Nature (II). Dr. Salmon.
2. The Philosophy of Being (II). Mr. Sullivan.
3. Fundamentals of Scholastic Philosophy (I). Fr. Bull, S.J.
4. Fundamentals of Scholastic Philosophy (II). Fr. Bull, S.J.

Systematic Philosophy: *The Formation of Systems.*

1. *Philosophical Systems:*
   (a) The System of Plotinus. Dr. Pegis.
   (b) The System of St. Anselm. Dr. Pollock.
2. *Philosophical Problems:*
   (a) Aristotle's theory of God. Dr. Chapman.
   (b) Plotinus and the meaning of emanation. Dr. Pegis.
   (c) The experience of truth in the philosophy of St. Anselm. Dr. Pollock.
   (d) Duns Scotus and Platonism. Dr. O'Meara.
   (e) The Cartesian Cogito: Its influence in English Empiricism. Dr. Salmon.
   (f) The Problem of the Philosophy of Nature in Contemporary French Philosophy. Dr. Salmon.

Text Courses.

1. Aristotle: Metaphysics (Selections). Dr. Chapman.

2. St. Thomas: *De Ente et Essentia.* Dr. O'Meara.
3. John Locke: Essay concerning Human Understanding. Dr. O'Meara.

2. Duns Scotus: *De Primo Principio.* Dr. O'Meara.
3. Descartes: Meditations. Dr. Salmon.
4. Bradley: Appearance and Reality. Dr. O'Meara.

N.B.—Problem (a) annexed to III, 1 (a).
Problem (b) annexed to IV, 1.
Problems (c) and (d) annexed to III, 1 (b).
Problem (e) annexed to II, 3.
Problem (f) annexed to IV, 2.

Problem (a) annexed to IV, 1.
Problem (b) annexed to III, 1 (a).
Problem (c) annexed to III, 1 (b).
Problem (d) annexed to IV, 2.
Problem (e) annexed to IV, 3.
Problem (f) annexed to II, 1.

PROGRAM B

(First Semester)

I. History of Mediæval Philosophy:

1. From 800 to 1200 (I). Dr. Pegis.

II. Systematic Philosophy: *Pure Systematic Philosophy.*

1. The Philosophy of Man (I). Dr. Chapman.
2. The Philosophy of Human Knowledge (I). Mr. Sullivan.
3. The Philosophy of Uncreated Being (I). Dr. Salmon.
4. Fundamentals of Scholastic Philosophy (I). Fr. Bull, S.J.

III. Systematic Philosophy: *The Formation of Systems.*

1. *Philosophical Systems:*
   (a) The System of Aristotle (I). Dr. Pegis.
   (b) The System of St. Thomas (I). Dr. O'Meara.
   (c) The System of St. Bonaventure (I). Dr. Pollock.
2. *Philosophical Problems:*
   (a) Problem of Faith and Reason in the Twelfth Century. Dr. Chapman.
   (b) Franciscan Theories of Knowledge. Mr. Sullivan.
   (c) Theory of Love in Cistercian Mysticism. Dr. Pollock.

(Second Semester)

History of Mediæval Philosophy.

1. From 1200 to 1500 (II). Dr. Pegis.

Systematic Philosophy: *Pure Systematic Philosophy.*

1. The Philosophy of Man (II). Dr. Chapman.
2. The Philosophy of Human Knowledge (II). Mr. Sullivan.
3. The Philosophy of Uncreated Being (II). Dr. Salmon.
4. Fundamentals of Scholastic Philosophy (II). Fr. Bull, S.J.

Systematic Philosophy: *The Formation of Systems.*

1. *Philosophical Systems:*
   (a) The System of Aristotle (II). Dr. Pegis.
   (b) The System of St. Thomas (II). Dr. O'Meara.
   (c) The System of St. Bonaventure (II). Dr. Pollock.
2. *Philosophical Problems:*
   (a) St. Augustine and the problem of the human soul as form. Dr. Chapman.
   (b) The Problem of Wisdom and Science in its mediæval and contemporary aspects. Mr. Sullivan.

(d) The Problem of Matter and Change in Greek Philosophy. Dr. Pegis.

(e) Comte and the Foundation of Positivism. Dr. Salmon.

(f) William James and the Pragmatic Approach to Religion. Dr. O'Meara.

(g) Scope of Metaphysics and the Problem of a Christian Philosophy. Fr. Bull, S.J.

(h) Maréchal and Contemporary Scholastic Interpretation of Kant. Dr. Salmon.

(i) John Dewey and the Instrumentalist View of Truth. Dr. O'Meara.

(c) Ontological Argument in Whitehead. Dr. Pollock.

(d) The Problem of Active Intellect in Aristotle. Dr. Pegis.

(e) Gilson as Interpreter of Mediæval Thought. Dr. O'Meara.

(f) Scholastic Metaphysics and American Humanism. Fr. Bull, S.J.

(g) Hume and Contemporary Epistemological Monism. Dr. O'Meara.

(h) Maritain as Critic of Bergson. Dr. Salmon.

IV. Text Courses.

1. St. Bonaventure: *Itinerarium Mentis in Deum.* Dr. O'Meara.
2. Suarez: *Disputationes Metaphysicae* (I). (Selections.) Fr. Bull, S.J.
3. Kant: Critique of Pure Reason. Dr. Salmon.

Text Courses.

1. Suarez: *Disputations Metaphysicae.* (II). (Selections.) Fr. Bull, S.J.
2. Hume: Treatise on Human Nature. Dr. O'Meara.
3. Bergson: Creative Evolution: *Les Deux Sources.* Dr. Salmon.

N.B.—Problem (a) annexed to II, 1.
Problem (b) annexed to II, 2.
Problem (c) annexed to III, 1 (c).
Problem (d) annexed to III, 1 (a).
Problem (e) annexed to IV, 3.
Problem (f) annexed to IV, 1.
Problem (g) annexed to IV, 2.
Problem (h) annexed to IV, 3.
Problem (i) annexed to III, 1 (b).

Problem (a) annexed to II, 1.
Problem (b) annexed to II, 2.
Problem (c) annexed to III, 1 (c).
Problem (d) annexed to III, 1 (a).
Problem (e) annexed to III, 1 (b).
Problem (f) annexed to IV, 1.
Problem (g) annexed to IV, 2.
Problem (b) annexed to IV, 3.

PROGRAM C

(First Semester)

I. History of Modern Philosophy:

1. From Descartes to Kant. Dr. Salmon.

II. Systematic Philosophy: *Pure Systematic Philosophy.*

1. Philosophy of Morals. Fr. Bull, S.J.
2. Philosophy of Beauty (I). Dr. Chapman.
3. Fundamentals of Scholastic Philosophy (I). Fr. Bull, S.J.

(Second Semester)

History of Modern Philosophy:

1. From Kant to the Present Day. Dr. Salmon.

Systematic Philosophy: *Pure Systematic Philosophy.*

1. Philosophy of Society. Fr. Bull, S.J.
2. Philosophy of Beauty (II). Dr. Chapman.
3. Fundamentals of Scholastic Philosophy (II). Fr. Bull, S.J.

III. Systematic Philosophy: *The Formation of Systems.*

1. *Philosophical Systems:*
   (a) The System of Descartes. Dr. Pollock.
   (b) The System of Locke; of Berkeley; of Hume (I). Dr. O'Meara.
   (c) The System of Kant (I). Dr. Salmon.
   (d) The System of Duns Scotus (I). Dr. O'Meara.

2. *Philosophical Problems:*
   (a) Aristotle and the Problem of Human Destiny. Dr. Pegis.
   (b) St. Augustine and the Meaning of Illumination. Dr. Chapman.
   (c) The Theory of Moral Obligation in St. Thomas and Suarez. Fr. Bull, S.J.
   (d) St. Thomas and the Meaning of the Common Good. Dr. Pegis.
   (e) Roger Bacon and the Ideals of Mediæval Science. Dr. Pollock.
   (f) Eighteenth Century English Moralists and their Influence on Kant. Dr. Salmon.
   (g) St. Augustine and the Problem of the Origin of the Human Soul. Mr. Sullivan.
   (h) The Role of Unaided Reason in the Philosophy of Duns Scotus. Dr. O'Meara.

IV. Text Courses.

1. Aristotle: Nicomachean Ethics. Dr. Pegis.
2. St. Thomas: Commentaries on the Ethics of Aristotle. Dr. Pegis.
3. St. Augustine: *De Libero Arbitrio.* Mr. Sullivan.

Systematic Philosophy: *The Formation of Systems.*

1. *Philosophical Systems:*
   (a) The System of Leibnitz; of Spinoza. Dr. Pollock.
   (b) The System of Locke; of Berkeley; of Hume (II). Dr. O'Meara.
   (c) The System of Kant (II). Dr. Salmon.
   (d) The System of Duns Scotus (II). Dr. O'Meara.
   (e) The System of Hegel. Dr. Pollock.

2. *Philosophical Problems:*
   (a) Plato and the Theory of the Idea. Dr. Chapman.
   (b) The Problem of Creation in Mediæval Arabian Philosophy. Dr. Pegis.
   (c) The Problem of the Soul in the Thirteenth Century. Dr. Pegis.
   (d) St. Thomas' Doctrine of the Concept. Dr. Pollock.
   (e) Contemporary German Philosophy and Phenomenology. Dr. Salmon.
   (f) Duns Scotus and Aristotelianism. Dr. O'Meara.

Text Courses.

1. Plato: *Parmenides.* Dr. Pegis.
2. St. Thomas: *De Unitate Intellectus.* Dr. Pegis.
3. St. Augustine: Confessions. Mr. Sullivan.

4. Locke: Two Treatises on Civil Government and *Epistola de Tolerantia.*
FR. BULL, S.J.

N.B.—Problem (a) annexed to IV, 1.
Problem (b) annexed to II, 2.
Problem (c) annexed to II, 1.
Problem (d) annexed to IV, 2.
Problem (e) annexed to III, 1 (a).
Problem (f) annexed to III, 1 (c).
Problem (g) annexed to IV, 3.
Problem (h) annexed to III, 1 (d).

Problem (a) annexed to II, 2.
Problem (b) annexed to IV, 2.
Problem (c) annexed to IV, 1.
Problem (d) annexed to III, 1 (a).
Problem (e) annexed to III, 1, (c).
Problem (f) annexed to III, 1, (d).

PROGRAM B — 1938 - 1939

I. HISTORICAL COURSES

PHIL. 103.—History of Mediæval Philosophy. (3 points.)

Tu., F. 1:30-2:45. Fall. DR. PEGIS.

This course undertakes a rapid survey of mediæval thought from the ninth century to the end of the fifteenth. The first semester will include: the transmitters of ancient learning and philosophy; the Carolingian Renaissance; Eriugena and neoplatonism; the dialectical movement in the eleventh century; St. Anselm; Abelard; St. Bernard and William of St. Thierry; Hugh and Richard of St. Victor; the theological movements in the twelfth century; science and literature at the school of Chartres.

PHIL. 104.—History of Mediæval Philosophy. (3 points.)

Tu., F. 1:30-2:45. Spring. DR. PEGIS.

The second semester will begin with a brief summary of the new learning, the universities and the mendicant orders in the early thirteenth century. The course will then include: effects of Greek and Arabic learning on the thirteenth century: science and the Oxford Franciscan school; Augustinianism: Alexander of Hales, St. Bonaventure, Thomas of York; St. Albert the Great and neoplatonism; St. Thomas and his age; Siger of Brabant and Latin Averroism; the Augustinian opposition to Thomism; Duns Scotus; Meister Eckhardt and German mysticism; William of Ockham and nominalism; science in the fourteenth century; John of Jandun and Averroism; Thomas à Kempis and the pietistic movement; Nicolas of Cusa.

II. SYSTEMATIC PHILOSOPHY

PURE SYSTEMATIC PHILOSOPHY

PHIL. 231-232.—The Philosophy of Man. (6 points.)

M., 4:30-6:10. Fall and Spring. DR. CHAPMAN.

The first part of this course is devoted to a rapid historical survey of the difficulties which beset the formation of a genuine philosophy of man: Aristotle and the critique of Platonism and Materialism in psychology as found in the *De Anima* and the *Parva Naturalia.* The Thomistic analysis of man as given in the *Contra Gentiles*, II, cap. 56-78; commentary on Aristotle's *De Anima; Summa Theologica,* I, qq. 75-88; *Quaestiones Disputatae: De Anima, De Spiritualibus Creaturis; De Unitate Intellectus.* The Thomistic Synthesis

will then be presented as stressing the unity of man as the starting point of philosophical psychology: The nature of the union between soul and body; the doctrine of the soul as form; the nature of immanent activity in man; the nature and object of intellectual cognition and appetite; the spirituality and immortality of the human soul.

Problem: *Faith and Reason in the Twelfth Century.* (1st Semester.)

Problem: St. Augustine and the Problem of the Human Soul as Form. (2nd Semester.)

PHIL. 233.—The Nature of Human Knowledge. (3 points.)

Th., 4:30-6:10. Fall. Mr. Sullivan.

The lectures will deal with the general topic: A scientific investigation into the validity of human knowledge. After establishing the difference between the psychological and merely logical approach on the one hand, and the epistemological, on the other, the lecturer will devote the first semester to a minute analysis of the judgment under these aspects:

(a) The judgment as *certain:* Its nature and whether it can be intellectually justified and by what criterion.
(b) The judgment *as the affirmation of a relation as apprehended* and preëxisting the act of judgment and not as the subsumption of experience under mental forms.
(c) The validity of judgments whose subjects are concrete.
(d) The validity of judgments whose subjects or predicates are universal and abstract.

The work of this term will conclude with a critical examination of the Idealist principle of Immanence and of the principle of Mediate Perception.

Problem: Franciscan Theories of Knowledge.

PHIL. 234.—The Nature of Human Knowledge. (3 points.)

Th., 4:30-6:10. Spring. Mr. Sullivan.

The judgment and the means of amplifying the knowledge we acquire by it.

Deduction—its validity and the position of Empiricism and Positivism.

Induction—and the hypothesis of indeterminism in nature. *Dialectical certitude* and the nature of convergence of probability. The certitude of judgments based on *human testimony* and on the *common sense* of mankind. The nature of *belief*. The distinction between *scientific belief* and the belief of *simple authority*.

Methodology—the philosophical principles of true and certain method in the *physical sciences*, in *mathematics*, in *history* and the *social sciences*.

Problem: Wisdom and Science in its Mediæval and Contemporary Aspects.

PHIL. 237.—The Philosophy of Uncreated Being. (3 points.)

S., 11:05. Fall. Dr. Salmon.

The course will open with a survey of the questions as to the possibility of a science of Natural Theology. The difference between the position of certain scholastic writers who seem to deny the possibility of such a science and of other writers who clearly deny it, will be critically examined. Ontologism, Traditionalism and Sentimentalism will be shown to be incompatible with any genuine Science of God, as will attempts at an *a priori* argument. The true basis of Natural Theology in the arguments *a posteriori* will be established and the function and validity of the principle of causality in these arguments as they appear in such source-works as the *Summa Theologica* of St. Thomas, his *Contra Gentiles*, and the *Disputationes Metaphysicae* of Francis

Suarez, will likewise be vindicated. The more important assaults on these arguments will then be examined, especially: Bayle and his attempted refutation of the scholastic position, because of the problem of evil; Hume and the teleological argument; Kant and his attitude towards the physical, metaphysical and moral arguments for the existence of God.

The work of this term will close with a statement as to the method of establishing human knowledge on the nature and attributes of God and thus of a body of truths so correlated and proved as to warrant the name of The Science of Natural Theology.

PHIL. 238.—The Philosophy of Uncreated Being. (3 points.)

S., 11:05. Spring. Dr. Salmon.

Preamble on the correctives to be applied to human thinking as applicable to God. The sense in which we may speak of God in His essence: Metaphysical and physical. The three ways in which concepts derived from creatures may be applied to God. The manner in which the perfections of creatures may be said to be found in God. The doctrine of Analogy. Special problems: the Immutability of God and the fact of creation in time. God's knowledge and man's free-will. The infinity of God and the existence of creatures. Pantheism and Materialism.

PHIL. 215.—Fundamentals of Scholastic Philosophy, I. (3 points.)

Tu., Th., 7:30-8:45. Fall. Fr. Bull, S.J.

A. *General Conspectus.*

The spontaneous as opposed to the reflective approach to philosophy. The fundamental fact of wonder in man. The three planes on which human knowledge may be viewed.

I. *The Data of Philosophy.*

(A) *Data within the subject.* The fundamental internal fact: consciousness. The fact of a knowledge-experience and of a want-experience. The fact of the knowledge and want of concrete objects; of abstract objects.

(B) *Data apparently outside the subject.* The datum in experience of extension, of otherness, or a non-ego. The datum of motion.

II. *Analysis of the Data.*

(A) Characteristics of the knowledge-experience as dealing with concrete objects. The definition of extension. The formal definition of sensation.

(B) Characteristics of the knowledge-experience dealing with abstract objects. The formal definition of intellectual knowledge.

(C) Characteristics of the want-experience as dealing with abstract objects. Formal definition of will. Its object. The meaning of the good. The freedom of the will.

(D) The knowledge the soul has of itself—as derivable from the facts of internal experience. Its substantiality, its spirituality, its immortality. The unity of the Ego.

III. *The Validity of the Data.*

(A) The validity of cognition dealing with the concrete. The existence of bodies and an external world.

(B) The validity of cognition dealing with the abstract. Moderate Realism.

B. *Particular Conspectus.*

The *scientific* or reflective approach to Philosophy. The order of the philosophical disciplines. Philosophy as science: Its subject matter, all entity; its formal approach, ultimate causes. Entity in itself: the science of Metaphysics. Entity in relation to mind: the logical sciences. Entity in relation to will: the science of Ethics.

I. *Entity in relation to Mind*

(A) *Correct* thinking—the science of formal logic.

(B) *True* thinking—the science of epistemology.

(1) *The issue of skepticism or certitude.* Objective evidence and the impossibility of doubting about everything. Truth of thought provisionally established as agreement between the act of judgment and its object.

(2) *The issue of Idealism or Realism.*

(a) The validity of judgments whose subjects are concrete. Concrete internal experience consciousness. Our experience of the external world.

(b) The validity of judgments whose subjects or predicates are abstract. Nominalism, conceptualism, realism. Truth of thought proved to be agreement between the act of judgment and reality.

II. *Entity as in itself.*

(A) *General Metaphysics. The Science of Being* in its most indeterminate form. Being and its Analogy. Being and its transcendental attributes, unity, truth, goodness. The categories of Being. Substance and accident. Causality.

(B) *Special Metaphysics.* Being in its natural determinations.

(1) *Being as Corporeal. The Science of Cosmology.*
Bodies, their intrinsic constitution. Origin, aetivity. Laws of nature. Finality. Miracles. Motion, space, time.

PHIL. 216.—Fundamentals of Scholastic Philosophy, II. (3 points.)

Tu., Th., 7:30-8:45. Spring. Fr. Bull, S.J.

A. *General Conspectus: Cf.* PHIL. 215.

B. *Particular Conspectus.*

(2) *Being as Animate. The Science of Psychology.*

(a) Irrational Life.
Essential difference between living and non-living beings. Vegetative and sensitive life. Origin of organic species. Evolution.

(b) Rational Life.
Intellect, Nature and origin of ideas.
Innatism, Empiricism, Ontologism. Judgment, reasoning, will. Its freedom. The nature and origin of the human soul. Immortality. Union of soul and body in man.

(3) *Uncreated Being. The Science of Natural Theology.*
The existence of God, as demonstrable by unaided human reason. Divine intelligence and will. The necessary and the free will of God. God and the universe. Creation and conservation.
God as final cause of the universe.

C. *Being in relation to Will. The Science of Ethics.*

The ordination of man to his ultimate end.

(1) *Objective ordination.* The existence of objective morality. The constituents of the objective moral order: natural and eternal law. The speculative standard of morality. Obligation and the ultimate objective end of man.

(2) *Subjective ordination.* Conscience, imputability. Merit and the ultimate intrinsic end of man.

(3) The unity of subjective and objective ordination in the reconciliation of the eudaimonistic and the deonotlogistic tendencies of human nature in one object, God as infinite good.

(4) Duty—as the effect of natural law. The consequent origin of rights. The juridical order as part of the objective order of morality.

(5) Particular rights and duties.
The duty of natural religion; of self-preservation; of veracity.
The right of self-defense; of property.
Man as a social being. Natural as opposed to factitious societies. Conjugal society. Its purpose. Divorce and polygamy. Birth-control. Civil society. Origin. Purpose. Limits of civil authority. The State and the individual. The State and education. The State and religion.

III. SYSTEMATIC PHILOSOPHY

THE FORMATION OF SYSTEMS

PHIL. 255 - 256.—The System of Aristotle. (6 points.)

S., 9:15-10:55. Fall and Spring. Dr. Pegis.

The purpose of this course is to fix the fundamental outlines of the philosophy of Aristotle. Such a task is particularly important in order to determine Aristotle's place in the philosophical tradition that stretches from Plato to Plotinus, as well as to determine the value of the assertion that the philosophy of Aristotle is the youth of Thomism. The course will begin with an analysis of the philosophical reconstruction effected by Aristotle, especially in relation to Platonism. The remainder of the first semester will be devoted to a study of the logic, physics, and metaphysics of Aristotle. In the light of this view of reality, the second semester will be devoted to Aristotle's philosophy of man in psychology, ethics, and politics.

Problem: Matter and Change in Greek Philosophy. (1st Semester.)

Problem: The Active Intellect According to Aristotle. (2d Semester.)

PHIL. 159 - 160.—The System of St. Thomas. (6 points.)

Th., 4:30-6:10. Fall and Spring. Dr. O'Meara.

The thought of St. Thomas is here studied in its development during the life of the Angelic Doctor. Following an examination of the sources of his thought and a view of the state of mediæval culture at the beginning of his career, the principal themes of the Thomistic synthesis are discussed and explained.

The second part of this course continues the examination of the doctrine of St. Thomas begun in the first term. Finally, the Thomistic contribution to the development of thirteenth century thought and to all subsequent philosophy is explained and evaluated.

Problem: John Dewey and the Instrumentalist View of Truth. (1st Semester.)

Problem: Gilson as Interpreter of Medieval Thought. (2d Semester.)

PHIL. 263 - 264.—The System of St. Bonaventure. (6 points.)

W., 4:30-6:10. Fall and Spring. Dr. Pollock.

The main purpose of this course will be to determine in what respects St. Bonaventure gave satisfaction to an authentic Augustinianism and in what respect he exposed it to serious disequilibriums as a result of Arabian-Aristotelian currents of thought. This purpose will dominate the entire treatment of subject matter. There will first be an investigation of the background of his thought, with special emphasis upon the 12th century. Then will follow an examination of his notion of philosophy and its role in the movement of man to his last end. Following an analysis of his demonstrations of the existence of God, his doctrine of exemplarism will be carefully studied, inasmuch as it constitutes a central feature of his thought. In connection with this doctrine, there will be an analysis of the Bonaventurian expressionism.

The second part of the course, insofar as it deals with St. Bonaventure himself, will be devoted to his conception of man. His teaching on intellectual illumination, will, action and man's role in the universe will be adequately treated. The Bonaventurian material itself will help us understand the problem raised to the surface by St. Thomas Aquinas, regarding a conception of man at once truly Christian and truly metaphysical. This problem will receive considerable sharpening by a study of the development that took place after St. Bonaventure among such Augustinians as Mattheus of Aquasparta and Peter Olivi.

Problem: The Theory of Love in the Cisterian Mysticism. (1st Semester.)

Problem: The Ontological Argument in Whitehead. (2d Semester.)

IV. TEXT COURSES

PHIL. 279.—St. Bonaventure: *Itinerarium Mentis in Deum.* (3 points.)

S., 11:05-12:45. Fall. Dr. O'Meara.

Personal acquaintance with the thought of St. Bonaventure is absolutely necessary for the student of mediæval philosophy. It is the aim of this course to meet this need through a textual study of one of his most important *opuscula.*

Problem: William James and the Pragmatic Approach to Religion.

PHIL. 287 - 288.—The Metaphysics of Francis Suarez. (6 points.)

F., 4:30-6:10. Fall and Spring. Fr. Bull, S.J.

After an introduction which will fix the place of Suarez in the development of the Science of Metaphysics, the general characteristics of his system, especially as contrasted with Augustinianism, and the Dominican School, there will be a critical reading and examination of texts from the *Disputationes Metaphysicae.* The texts will be selected with a view to emphasizing the approach to Metaphysics peculiar to Suarez.

Problem: The Scope of Metaphysics and the Problem of a Christian Philosophy. (1st Semester.)

Problem: Scholastic Metaphysics and American Humanism. (2d Semester.)

PHIL. 290.—David Hume: *Treatise of Human Nature.* (3 points.)

S., 11:05-12:45. Spring. Dr. O'Meara.

The influence of Hume's *Treatise* has been a powerful one on almost all modern philosophers. Adequate understanding and criticism of present trends

in philosophy, therefore, depends to a large extent upon the knowledge of this work. It is the purpose of this course to provide this indispensable knowledge.

Problem: Hume and Contemporary Epistemological Monism.

PHIL. 295.—Kant: *Critique of Pure Reason.* (3 points.)

Tu., 4:30-6:10. Fall. Dr. Salmon.

Kant's historical position will be given in a short introduction. His ideas will then be studied through the reading of the dissertation *De mundi sensibilis atque intelligibilis Forma et Principiis,* which is essential to the understanding of the *Kritik der reinen Vernunft.* This will be followed by a reading of the important sections of the *Kritik* and a discussion of the important commentators.

Problem: Comte and the Foundation of Positivism.

Problem: Maréchal and Contemporary Scholastic Interpretation of Kant.

PHIL. 296.—Bergson: *Creative Evolution; Les Deux Sources.* (3 points.)

Tu., 4:30-6:10. Spring. Dr. Salmon.

Before the reading of the texts there will be a short consideration of Bergson's place in French thought and of his philosophical method. The development of his thought will then be studied through a reading of *L'Evolution Creatrice* and *Les deux Sources, etc.* This will enable the student to grasp the main principles of his system and what appear to be his final conclusions.

Problem: Maritain as Critic of Bergson.

DEPARTMENT OF PHYSICS

Fr. Lynch, S.J., *Head of Department;* Mr. Hurley, Dr. Lynch, Mr. McNiff.

Departmental Requirements

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 19 to 26 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Before a student may register as an applicant for graduate work in this department he must have completed a course in undergraduate Physics of at least eight semester hours, courses in Advanced Algebra, Solid and Analytic Geometry, Differential and Integral Calculus, amounting to twelve semester hours, and a course in General Chemistry of at least eight (8) semester hours. He must have, further, a good reading knowledge of German. Satisfactory attainment in these prerequisites must be shown in a personal interview.

Requirements for the Master's Degree

Twenty-four semester hours of graduate work, approved by the department, are required for the degree. This work may be

taken over a period of one year. At least twelve credits must be taken in courses numbered over 200. A written examination must be passed in each course as it is finished. Each course examination must be passed with a grade of at least C. At the end of the year a one-hour oral examination in the entire field covered by the course must be passed satisfactorily before the candidate is recommended for the degree. A candidate rejected for the graduation will not, under any circumstances, be granted a re-examination for the same graduation.

PHYS. 101.—Vector Analysis. (3 points.)

Fall. Mr. Hurley.

A semester course of three lectures per week. The topics treated include: Addition and subtraction of vectors, scalar and vector products, the various triple products, the elements of vector calculus, scalar and vector fields, linear vector functions. The text used is Gibbs.

PHYS. 102.—Differential Equations. (3 points.)

Spring. Mr. Hurley.

Equations of the first order and degree, first order equations of higher degree, equations of higher orders, equations with variable coefficients, simultaneous equations, partial differential equations.

PHYS. 105 - 106.—Electricity and Magnetism. (6 points.)

Fall and Spring. Dr. Lynch.

Magnetostatics, electrostatics, electric currents, electromagnetics, alternating and varying currents, electromagnetic radiation, conduction in gases.

PHYS. 107 - 108.—Laboratory Course in Electricity. (2 points.)

Fall and Spring. Dr. Lynch.

A course of one two-hour laboratory period per week throughout the year. It will follow the lecture work associated with PHYS. 105 - 106.

PHYS. 109 - 110.—Introduction to Theoretical Physics. (4 points.)

Hours to be arranged. Fall and Spring. Fr. Lynch, S.J.

Text used: Slater and Frank.

PHYS. 111 - 112.—Seismology, I. (4 points.)

Fall and Spring. Fr. Lynch, S.J.

An elementary course in theoretical and practical Seismology. The fundamental principles of Seismology will be explained and practice in the operation of the simpler types of Seismograph and interpretation of Seismograms will be afforded.

PHYS. 113.—Introductory Geology. (3 points.)

Fall. Mr. McNiff.

Materials of the earth. Physiographic structure. Geologic forces and their effects.

PHYS. 114.—Petroleum Geology. (3 points.)

Spring. Mr. McNiff.

Origin, distribution and occurrence of Petroleum. Some geophysical methods of prospecting.

PHYS. 205 - 206.—Physical Optics. (4 points.)

Fall and Spring. Mr. Hurley.

A lecture course of two hours per week during which the following topics will be treated: Reflection, refraction, dispersion, interference, diffraction, the electromagnetic theory of light, polarization, the optical properties of metals, etc.

PHYS. 211 - 212.—Conduction of Electricity Through Gases. (4 points.)

Fall and Spring. Mr. Lynch.

A general survey of the field of electrical phenomena in gases with special reference to the fundamental experimental investigations and current researches.

DEPARTMENT OF POLITICAL PHILOSOHPY AND THE SOCIAL SCIENCES

Fr. Millar, S.J., *Head of Department;* Dr. Baerwald, Dr. de Bessenyey, Mr. Frasca, Dr. Hennessy, Dr. Kühnelt-Leddihn, Mr. Leen, Dr. Potts, Mr. Walsh, Mr. Waring.

Father Millar will direct students majoring in Political History and Theory; Dr. Potts, those majoring in Law, Government and International Affairs; Dr. Baerwald, those majoring in Economics; Mr. Leen, those majoring in Sociology.

It will be noted that the program of this department includes subjects usually listed under the social and political sciences, as well as courses in Political Philosophy proper. The reason for this subordination—unusual in these days—of the scientific to the philosophical, is twofold: first, because scientific method alone has proved itself inadequate to discover, formulate and maintain the sound fundamental principles underlying social, economic, legal and political problems; second, because the historical record rather conclusively shows that philosophy has had very much more to do with social, economic, legal and political developments than has been allowed for by the recent methods of scientific approach, based, as most of them are, upon a purely naturalistic theory of evolution.

The aim of the department, therefore, is primarily, to ascertain the soundness of the "*Philosophia perennis*" in the light of historical experience, and to bring it into line with present actualities in the established order in so far as these may be allowed to be "*de jure*"; secondly, to take into consideration the legitimate findings of the social and political sciences duly restricted to their own proper field of investigation; and, thirdly, to show the bearings of both philosophy and science on present-day national and international problems in these several fields.

The department offers on the basis of a cyclical rotation in each of the six several fields under its jurisdiction a complete pro-

gram leading both to the degree of M.A. and Ph.D. It is to be noted that this program represents: (*a*) A considered balanced integration in the particular field; (*b*) an integration which naturally and logically expands into a group of several fields of alternative intensive specialization which may be selected as the needs or interests of the particular candidate may dictate; (*c*) an integration which permits a reasonable modicum of optional selection as well as an opportunity to combine a related minor, subject of course, to the prior written consent of a candidate's mentor, and (*d*) an integration which consistently emphasizes and develops the underlying unities and basic interrelationships as well as the more frequent and important points of contact between the several fields.

For the benefit of prospective students the substantial content of each of these six several programs is set down immediately next below. Further information respecting any particular field of specialization may be secured on application either to the Dean or to the Major Professor in charge of the particular field.

Political History and Theory

History of Political Philosophy—Ancient, Mediæval and Modern. Advanced Social, Political and Legal Philosophy. History and Philosophy of the American Constitution. Social Institutions. Moral Aspects of International Relations. Reading and Research in the field of Political History and Theory.

This program culminates in the pursuit by the student of one or another of the following alternative fields of intensive specialization:

(A) American Political History and Theory; (B) Comparative Political History and Underlying Theories; (C) International Political History and Underlying Theories; (D) The Legitimate Scope and Proper Limitation on Governmental and Social Planning in Civil Society.

Law

Origins, Growth and Function of Law in Civil Society. Modern corporate Organization and Finance. American Constitutional Law and Limitations. Anglo-American Legal History. Modern Jurisprudential Theories and the Philosophy of the Law. International Law. Public Administrative Law. Comparative Law. Reading and Research in the field of Law and Government.

This program culminates in the pursuit by the student of one or another of the following alternative fields of intensive specialization:

(A) Jurisprudence, Legal History and the Philosophy of Law; (B) American Constitutional Law and Limitations; (C) Public Administrative Law and Theories of Legislation; (D) International Law and Jurisprudence; (E) The Law of Corporate Combination and its Underlying Theories.

Government

American National Government. State and Local Government in the United States. Problems and Procedures of Present-Day Public Administration. Major World Governments. Dictatorships and Their Methods of Control. English Constitutional History.

This program culminates in the pursuit by the student of one or another of the following alternative fields of intensive specialization:

(A) American Constitutional Government and Theory; (B) Comparative Government and Underlying Theories; (C) Public Administration, Organization and Legislation; (D) Local and Municipal Government.

International Affairs

Foreign Relations of the United States. Post World War Organization, Legislation and the Philosophy of International Relations. Latin American International Relations. International Relations of the Far and Near East. Modern Diplomatic History, Since the Congress of Vienna. Principles and Procedure of Diplomacy. Contemporary World Problems (National and International). International Relations. Theories and Problems of International Trade and Finance. Reading and Research in the field of International Affairs.

This program culminates in the pursuit by the student of one or another of the following alternative fields of intensive specialization:

(A) International Law and Jurisprudence; (B) Principles, Procedures and History of Diplomacy; (C) International Organization, Legislation and Administration; (D) International Relations, Political and Economic.

Economics

Descriptive Economic Analysis. Changing Trends of Economic Analysis. General Economic Theory. Special Economic Theory (I): The International Market. Special Economic Theory

(II): The Labor Market. Statistics. Banking and Currency. Public Finance. Economics of Government. Reading and Research in the Economic Field.

This program culminates in the pursuit by the student of one or another of the following alternative fields of intensive specialization:

(A) General Economic Theory; (B) Special Economic Theory, I or II; (C) Banking and Currency; (D) Public Finance.

Sociology

The Social Structure. Social Processes. Agencies of Social Control. Methods in the Social Sciences. Contemporary Sociology. Sociological Theory. Communities and Natural Societies. Social and Vital Statistics. Population and Migration. Social Legislation. Social Problems. Group Analysis. The Mind and Society. Reading and Research in the field of Sociology.

This program culminates in the pursuit by the student of one or another of the following alternative fields of intensive specialization:

(A) Sociological Theory and Method; (B) Social Institutions and Associations; (C) Population and Demography; (D) Social Movements and Adjustments; (E) Historical Sociology.

Departmental Requirements

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 19-26 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

The Department requires of all prospective students in the fields under its jurisdiction a content of preliminary preparation aggregating twenty credits. Of this total a minimum of twelve credits must fall definitely within the field of the student's proposed major specialization. The remaining eight credits may be alternatively supplemented by acceptable courses in the other social sciences. The entire preliminary content must constitute a reasonably integrated and a fairly comprehensive whole, and must be approved by the student's major professor.

While generally speaking, graduate courses and seminars are open only to graduate students, it lies always within the discretion of the Faculty Committee of the Department to authorize the admission to these courses of such special students as they may deem fully qualified. No first year students, however, whether graduate or special, will under any circumstances be re-

garded as eligible to pursue any of the special reading and research courses under supervision which are hereinafter noted. All such courses involve work of a highly specialized character and admission to them is exclusively and definitely limited to advanced special and graduate students.

Apropos of the special reading and research courses, the particular subject matter of which is not formally specified, it is to be noted that throughout the regular session, the summer session, and the between sessions periods, individual assignments adapted to the present needs of advanced graduate and special students, and carried on under the regular personal supervision and direction of one or more members of the staff, may be arranged for with the formal approbation of the Departmental Faculty Committee. It is to be understood, however, that such assignments are strictly limited to subject matter not covered in the actual scheduled working program. All credit allowances, if any, for such courses lies solely within the discretion of the Faculty Committee. The unconditional prerequisite for such courses is advanced special or graduate standing.

The segment of the complete rotation in each of the six several fields within the Department which will be presented during the current year, follows:

I. Political History and Theory

Majors in this field are required to take as a Minor POL. 121 and POL. 161.

POL. 101.—History of Political Philosophy I. (3 points.)

(Prerequisite: General and Special Ethics.)

Tu., F., 3-4.15. Fall. FR. MILLAR, S.J.

I. From Plato to St. Thomas: Emphasis will be placed on a reconstruction of the development of what is taken to be the sounder tradition in respect to the true theory of the state as set forth by Aristotle. Allowance will be made for the less adequate contribution of the Sophists, Plato and the Stoics, especially Cicero, Seneca and the Roman jurists. The originality of the departure made in Christian teaching in regard to fundamental principles will be stressed, especially as evidenced in St. Augustine's theory of law and human society. Facts will be adduced to show that it was the concrete embodiment of Augustinian principles that gave early mediæval institutions their distinctive character without at the same time supplying the Middle Ages with an adequate idea of the state. The bearing of this on the conflict between ecclesiastical and temporal jurisdiction will be brought out in a newer light as also the originality of St. Thomas' theory of law and politics based on a synthesis of Aristotelian and Augustinian principles.

II. From St. Thomas to Vittoria and Suarez: In this intervening period it will be shown how the full significance of St. Thomas' more adequate theory failed to be appreciated even by his own disciples and how, in consequence, the foundations of modern European States were laid in a confusion of Aristotelian, Augustinian and revived pagan Roman law principles. This is illustrated at

the start in the instance of Dante, Marsiglio of Padua, Occam and others. It will be shown how this confusion gave rise to a conflict of traditions which, handed down from the Renaissance and the Reformation, is still confusing political issues.

In conclusion, an historical link will be established between the revised Thomistic theory of the State in the Sixteenth and Seventeenth centuries and the political thinkers and leaders in England, beginning with Hooker and Selden and ending with Burke.

POL. 102.—History of Political Philosophy, II. (3 points.)

Tu., F., 3-4.15. Spring. Fr. Millar, S.J.

(Prerequisite: General and Special Ethics.)

I. From Rousseau to Marx. The social and political concepts of the Eighteenth Century will be studied. Special emphasis will be placed on Rousseau's writings and their influence on the French Revolution and on modern thought. Kant and Hegel's debt to Rousseau will be shown and their theories of law and of the state will be analyzed critically in the light of their Protestant theological and naturalistic conception of man.

II. From Marx to the Encyclical, *Quadragesimo Anno,* of Pope Pius XI. The principles accounting for Nineteenth Century liberalism, democracy and capitalism will be examined. The socialistic reaction will be studied in the various doctrines to which it gave rise with special emphasis on Karl Marx's science of socialism. Post-war Communism, Fascism and Pragmatic collectivism will be carefully analyzed in their respective doctrines. Finally, there will be an exposition of the newly formulated social and political philosophy of present outstanding Catholic philosophers.

POL. 111.—History and Philosophy of the American Constitution. (2 points.)

W., 3-4.40. Fall. Fr. Millar, S.J.

This course covers: (A) A careful study of the nature and content of the United States Constitution itself; (B) Its historical background, *i.e.,* the mediæval political ideals and institutions in which it is rooted, and their later developments in England and the colonies; (C) The early history of the Constitution as seen in the deliberations of the Constitutional Convention of 1787, its divergences and compromises; (D) Decisions of the Supreme Court; (E) The later growth of the Constitution, *i.e.,* the men and controversies that have most conduced to its interpretations, expansion or modification down to the present day.

POL. 205-206.—Advanced Social, Political and Legal Philosophy. (4 points.)

M., 3-4.40. Fall and Spring. Fr. Millar, S.J.

This course will cover the following topics which will be studied against the background of Scholastic principles and historical experience: Man as individual and person; as social and political animal; natural law in relation to positive law; the natural and conventional foundations of the state; the state as a corporate moral person; the common good; liberty and authority; the grounds for conservatism and liberalism; political prudence and wisdom; the chief sources of modern error concerning the state and the practical means of counteracting them.

POL. 317-318.—Reading and Research in the Field of Political History and Theory.

During all the sessions of the University, and in the intervals between them, special assignments adapted to the present needs of individual students,

under the regular direction and supervision of the staff, may be arranged for with the approval of the Department Faculty Committee. The credit allowance, if any, for such work is to be determined in each case by such committee. The purpose of these courses is to systematically and critically direct the efforts of the student in developing a comprehensive, well coordinated and discerning study of the designated subject-matter or a major segment thereof. The method of procedure contemplates original research, the comparison, interpretation and evaluation of factual data, the summarization of results by means of periodic precis, conference and discussion.

II. Law and Government, and International Affairs

A. LAW AND GOVERNMENT

Majors in Law are required to take as a Minor POL. 101 or 102 and POL. 161; Majors in Government, POL. 101 or 102 and POL. 121.

POL. 121.—The Origins, Growth and Function of Law in Civil Society. (3 points.)

Tu., F., 4.30-5.45. Fall. DR. POTTS.

It is the purpose of this course to examine into the origins and gradual growth and the function of legal institutions among the races of mankind, and to study intensively and comparatively the progressive development and functioning of the more important legal systems which have survived to rule the world.

A critical evaluation, from the standpoint of an adequate philosophy of law, of the accepted rationalizations of these institutions will parallel the foregoing treatment.

POL. 122.—Comparative Law. (2 points.)

Tu., 4.30-6.10. Spring. DR. POTTS.

It is the purpose of this course: (A) To develop in turn comprehensive syntheses of the Roman Law, its modern European counterpart, and of our own Anglo-American law; (B) To use these syntheses as the basis of a critical, comparative jurisprudential study.

POL. 123.—American National Government. (3 points.)

M., Th., 1.30-2.45. Fall. MR. FRASCA.

It is the purpose of this course to develop a comprehensive analysis and survey of the structure and function of our American National government with a major emphasis on its constitutional aspects; to point out the major problems which have arisen and to discuss critically both their suggested and adopted solutions, emphasizing the dominant trends of remedial action.

POL. 124.—State and Local Government in the United States. (3 points.)

M., Th., 1.30-2.45. Spring. MR. FRASCA.

It is the purpose of this course: (A) To examine critically the constitutional relations among Federal, State and Local government in the United States; (B) To analyze the structures and functions of State and Local government; (C) To analyze and critically evaluate the suggested and adopted solutions to State and Local problems which have arisen.

POL. 127.—Public Administrative Law. (2 points.)

M., 4.30-6.10. Fall. Dr. Hennessy.

It is the purpose of this course to examine critically and appraise the efficiency and sufficiency of both Federal and State legislative and judicial control in the United States over public administrative activities under present day complex conditions.

The progressive treatment will discuss the following problems: (A) The tri-partite division of governmental functions and its necessary implications; (B) The reasonable limitations upon administrative discretionary action under the doctrine of the supremacy of law; (C) The proper checks and safeguards upon the conclusiveness of quasi-legislative and quasi-judicial administrative determination; and (D) The adequacy of remedial action against public administrative officials.

POL. 128.—Problems and Procedures of Present Day Public Administration. (2 points.)

F., 4.30-6.10. Spring. Dr. Hennessy.

It is the purpose of this course: (A) To identify the major problems of public organization and administration in the fields of national, state and local government; (B) To analyze and examine critically the powers and procedures which have been legally sanctioned for their effective solution; (C) To discuss constructively existing defects in the light of suggested and potential remedial action.

POL. 129.—The Neo-Pagan State. (2 points.)

S., 11.05-12.45. Fall. Dr. de Bessenyey.

It is the purpose of this course to develop the theory, structure and functioning of the modern Neo-Pagan state. The treatment will progressively unfold the hypotheses of Chamberlain, Grant, Stoddard, Rosenberg, Seyss-Inquart, Henlein, Szalasi and Codreanu. This revival and metamorphosis of an old theory with a new orientation of philosophical mysticism fashioned into a weapon to fight Christianity and to justify conquest on racial grounds will be subjected to analysis and criticism.

POL. 130.—Comparative Government. (2 points.)

Th., 4.30-6.10. Spring. Dr. de Bessenyey.

It is the purpose of this course to develop comprehensively and analytically the major forms of world government. The chief emphasis will be placed upon the several conditioning factors, social, economic and cultural which have converged to create representative, dictatorial, corporate and totalitarian political setups.

POL. 132.—Pivotal Problems of Danubian Politics. (2 points.)

S., 11.05-12.45. Spring. Dr. de Bessenyey.

It is the purpose of this course to subject a group of the central problems of the so-called Danubian States to an intensive analysis and critical examination with a view to suggesting alternative constructive solutions.

POL. 133.—Major World Governments, I. (2 points.)

Th., 4.30-6.10. Fall. Dr. de Bessenyey.

It is the purpose of this course to make a comprehensive comparative survey of the national political setups of three major world powers, Great Britain, France and Japan. The chief critical emphasis will be placed upon the character of the constitutions which these countries have adopted, and the provisions therein contained concerning guarantees of fundamental rights, and

the division of governmental powers, whether political or administrative. Finally the chief problems and the prevailing trends of remedial solutions which have been developed by their respective political experiences will be constructively criticized.

POL. 135.—The Historical Background and Development of Our Anglo-American Common Law. (2 points.)

S., 11.05-12.45. Fall. Dr. Hennessy.

It is the purpose of this course to make, in broad perspective, a comprehensive critical survey of the origins and development of our Anglo-American Common Law, from its inception to our own day, and of the underlying causes and influences which have helped or hindered its progress.

The proposed treatment will consider in turn: (A) The parent law in England and the rise of its rival and competing jurisdictions; (B) The Common Law and equity in the earlier and later Colonial eras and in the states; (C) Its influences upon our distinctive Constitutional Law; and (D) The present major trends of this law.

POL. 136.—Modern Corporate Combination. (2 points.)

S., 11.05-12.45. Spring. Dr. Hennessy.

It is the purpose of this course to study the evolution of the modern corporation, and its progressive adaptations, on both the legal and financial side to the needs and demands of present-day business expansion.

In the course of the treatment both the prevailing theories of corporate combination and the legitimate potentialities of the corporate entity will be critically examined and appraised, and the grave abuses and misuses to which it has been subjected pointed out.

Finally the major problems which have developed in this field will be analyzed and constructively discussed.

POL. 327 - 328.—Reading and Research in the Field of Law and Constitutional Government.

Cf. POL. 317 - 318.

B. INTERNATIONAL AFFAIRS

Majors in this field are required to take as a Minor Pol. 101 or 102 and Pol. 141.

POL. 181 - 182.—Introduction to the Study of Public International Relations. (6 points.)

M., W., 1.30-2.45. Dr. Potts.

A comprehensive survey of the historical development of the Public Relations between nations. The significance of the various factors which condition these relations. A synthesis of the causation which culminated in the World War. The main aspects of the post-war development both political and economic.

POL. 183.—International Relations. (3 points.)

M., W., 4.55-6.10. Fall. Dr. Potts.

It is the purpose of this course to introduce the student to a comprehensively organized study of the relations between nations, and to the development and expansion of the present recognized international system which has

been universally adopted by civilized nations for the orderly handling of their relations.

The proposed method of treatment will progressively develop:

(A) The character, extent, variety, complexity, and far-reaching importance of these relations between nations, the factors which condition them, and the actual and necessary interdependence of the units going to make up the family of nations. (B) The origins and gradual development of the present system of international relations through ancient, mediæval, and modern times, emphasizing both the direct and the indirect contributions of these civilizations to the system. (C) A critical evaluation of the present system from a two-fold viewpoint. First, the soundness of the principles underlying the present system and its methods, and the sufficiency of its sanctions from a philosophical viewpoint. Second, its practical adequacy as now organized, in the light of both past experience and present post-war international problems to cope successfully with present actual needs and future probable demands.

POL. 184.—International Law. (3 points.)

M., W., 4.55-6.10. Spring. Dr. Potts.

It is the purpose of this course to develop the generally accepted principles and practices among nations which go to make up the body of the present day system of positive international law.

The proposed plan of treatment will sequentially consider: the nature sources and sanctions of international law; its subjects and objects; the rights and duties recognized by its substantive content both in war and in peace; the principles governing recognition and intervention; the rights and duties of belligerents; the status of neutrality; and finally its adjective or procedural content.

An analysis and discussion of selected illustrative cases in this field, and a critical evaluation of both cases and principles from the standpoint of a sound and adequate international jurisprudence will parallel the foregoing presentation.

POL. 191.—Modern Diplomatic History Since the Congress of Vienna. (2 points.)

S., 11.05-12.45. Fall. Dr. Potts.

It is the purpose of this course to present in a broad and coordinated perspective certain outstanding developments in the international diplomacy of the Western world between the Peace Settlement at Vienna and the present day, and to examine into and discuss critically the causal dynamics behind them. A major emphasis will be placed upon instant situations in the Mediterranean and elsewhere.

POL. 192.—Pan-American International Relations. (2 points.)

S., 11.05-12.45. Spring. Dr. Potts.

It is the purpose of this course to develop sequentially the more important eventuations in the relations between the United States and her sister Latin American countries, from the inception of those relations to the present time, and to examine critically the causal motivations behind them.

POL. 193.—Diplomatic Usage. (2 points.)

M., 3-4.40. Fall. Dr. de Bessenyey.

It is the purpose of this course to discuss the origins, development, organization, structure and functioning of the modern Foreign Office and Diplomatic Service. The functions, privileges and immunities of diplomatic officers, the organization and procedures of international gatherings and the forms and methods of international negotiation will be analyzed and considered.

POL. 194.—Consular Usage. (2 points.)

M., 3-4.40. Spring. Dr. de Bessenyey.

It is the purpose of this course to present the origins, development, structure and organization of the modern Consular Service. The duties, privileges and immunities of consular officials, and their political and administrative problems and their recognized administrative procedures will be analyzed and discussed.

POL. 395 - 396.—Reading and Research in the Field of International Affairs.

Cf. POL. 317 - 318.

III. Economics

Majors in this field are required to take as a Minor Pol. 101 or 102 and Pol. 183.

POL. 141.—Descriptive Economic Analysis. (3 points.)

Tu., F., 4.55-6.10. Fall. Dr. Baerwald.

It is the purpose of this course to lay the foundation of an advanced study of economics. Special emphasis will be placed on a comprehensive understanding of the economic system as a whole, its functions and its institutions and the leading principles will be discussed in the light of present-day problems.

POL. 142.—Changing Trends of Economic Analysis. (3 points.)

Tu., F., 4.55-6.10. Spring. Dr. Baerwald.

A survey of economic doctrines with special stress on the implied concepts of the social and economic structure contained in them. Theories on value, distribution and the formation of capital will be treated synoptically to bring out their inherent bearing on the pattern of economic analysis.

POL. 143 - 144.—The Social Question—Its Background and Changing Aspects. (6 points.)

Tu., Th., 12.30-1.45. Dr. Baerwald.

(1) The economic setting of the social question in its relation to the national income and its distribution. (2) Problems of the Labor Market and Industrial Relations. (3) The changing interpretations of economic problems in the light of the development of economic doctrines.

POL. 154.—Public Finance. (2 points.)

W., 3-4.40. Spring. Dr. Baerwald.

After an exposition of the general principles of public finance the fiscal situation in the United States will be studied as indicated by the budget messages of the President, the Governor and the Mayor.

POL. 158.—Business Fluctuations and Crises. (2 points.)

S., 11.05-12.45. Spring. Dr. Baerwald.

It is the purpose of this course to make an intensive study of theories of business crises, and the concepts underlying the idea of cycles. Special attention will be paid to methods of business research in the United States.

POL. 241.—Economic Theory. (2 points.)

S., 11.05-12.45. Fall. Dr. Baerwald.

The economics of limited and open systems will be developed fully. This approach will then be applied to study the relations between the capacity to produce and the capacity to consume and the behavior of the price system.

POL. 245.—Statistics II. (2 points.)

F., 3-4.40. Fall. Mr. Walsh.

This course will include the correlation of variables, the analysis of time series for seasonal, cyclical and secular movements, and the formations of business indices.

POL. 246.—Statistics I. (2 points.)

F., 3-4.40. Spring. Mr. Walsh.

It is the purpose of this course to introduce students in the social sciences to the use of statistical methods. The principles guiding the collection and classification of data will be studied as well as the various types of averages by which frequency distributions are described. Attention will be directed to common statistical errors and to the limitations as well as to the utility of statistics in social research.

POL. 247 - 248.—Economic Diagnostics. (4 points.)

Th., 4.30-6.10. Fall and Spring. Mr. Waring.

(Open to degree students only.)

This course will be in three parts:

SECTIONAL ECONOMICS. The division of a country of heterogeneous economy (solely for the purpose of economic analysis) into sections of relative homogeneous economy; methods directed to the selection of the predominant industrial and agricultural influences within a section, to the determination of their intra-sectional relationship, to the derivation of the resulting intersectional relationship, and to the continued observance of these changing relationships.

DIAGNOSTICS. The definition by quantitative expression of causes, contributing to an observed change (technical, industrial, corporate, physical, or political) in any predominant influence of an economic section, and the definition and evaluation of the resulting effect of an observed or assumed change.

APPLICATIONS. The derivation of the changing characteristics of industries, corporations, markets, employment, political units from the diagnostics and the sectional studies on which they are based. The derivation of a forecast and the definition of its limits.

The first two parts, namely sectional economics and diagnostics are descriptive of developed methods and are covered by lectures through the Fall term. Applications are considered in seminar, with supplementary lectures through the Spring term.

While diagnostics is most closely related to the subject of economics, the consideration given to the continued observance and evaluation of governmental influences on the economic structure, as well as the continued observance and evaluation of economic change in political units,* and between political units relates the diagnostics to the sciences of Government, Sociology, and International Relations as well as to the science of Economics.

*The studies of the sections are particularly directed to the quantitative expression of influences contributing to changes of employment and income.

POL. 250.—International Economics. (2 points.)

W., 3-4.40. Fall. Dr. Baerwald.

After a brief review on the development of international trade, the classical theories on this subject will be exposed and discussed under the aspect of recent economic trends. The free trade argument and protectionist policies will be linked to the historical economic conditions to which they belong. The present situation will be analyzed comprehensively from the angle of the possibilties of international division of labor and its political and economic limitations.

Research Groups

Economic Diagnostics.

In connection with the course on economic diagnostics a permanent research group is developing methods and applications. This work is available for all students of the Department.

Current Trends in Economics.

Group discussion of recent publications especially in scientific magazines will be arranged for advance students twice a month upon agreement as to time and place.

POL. 349 - 350.—Reading and Research in the Economic Field.

Cf. POL. 317 - 318.

IV. Sociology

Majors in this field are required to take as a Minor Pol. 101 or Pol. 102 and Pol. 121.

POL. 161.—The Social Structure. (3 points.)

M., W., 1.30-2.45. Fall. Mr. Leen.

This course will deal with the general subject-matter of sociology through an analysis of the social structure. Following a preliminary treatment of relevant social concepts and current sociological terminology attention will be focused on the more fundamental social forms and social forces. The following will be analyzed: Community; the family; the class system; types of associations, institutions and groups; social codes; fashion; custom; imitation; law; mores; morals and types of social sanctions. Special attention will be given to the social heritage, the environment and factors conditioning social processes. Sociological theories of social change will be discussed, and an attempt will be made to analyze this problem in the light of the various conditioning factors and in relation to individual and social values.

POL. 162.—Agencies of Social Control. (3 points.)

M., W., 1.30-2.45. Spring. Mr. Leen.

The first part of this course deals with the principles which make for stability and coherence in social life and corresponding attitudes and interests embodied in institutions, forms and agencies of social control. The second part will deal more particularly with forms and agencies of social control together with particular applications to contemporary society.

POL. 163.—Group Analysis. (2 points.)

Th., 3-4.40. Fall. Mr. Leen.

Methods of group analysis and a study of selected types of organized

groups. An intensive examination of the group process in terms of leadership, membership, principles of selection, administrative and executive functions, mechanisms of control and types of collective agreement. Special attention will be given to the formulation of principles of group life.

POL. 164.—The Bases of Social Legislation. (2 points.)

Th., 4.30-6.10. Spring. Mr. Leen.

A critical examination of the basic philosophic principles underlying social legislation as a means of solving social problems. Regulative principles in legislation relating to unemployment, poor relief, child labor, education, and the settlement of industrial disputes will be examined. The legislative factor in relation to social and personal values and the more fundamental forms of the social structure will be given special attention.

POL. 165 - 166.—Sociological Theory. (4 points.)

S., 11.05-12.45. Fall and Spring. Mr. Leen.

A systematic treatment of the development of sociological thought from its earliest association with kindred branches of knowledge to its appearance as a separate science. The genesis of early doctrines will be examined and discussed with reference to prevailing theories. Leading writers, such as the following, will be discussed individually and comparatively: Comte, Spencer, Le Play, Durkheim, Simmel, Tonnies, Max Weber, Znaniecki, Pareto, Sturzo, Hobhouse, Geddes, Ginsberg, Ward, Sumner and Giddings. A survey of the questions with which these writers were concerned will be made, together with an attempt to evaluate contributions with special reference to methodology, points of view and controversial issues of present-day sociological theory.

POL. 167.—Human Geography. (2 points.)

M., 4.30-6.10. Fall. Dr. Kühnelt-Leddihn.

It is the purpose of this course to develop the relationship between Man and Earth, and the major implications of that relationship in the sciences of Sociology, History, Government and Economics. The outstanding phenomena of mass migration, the struggle for raw materials, geo-strategy, racialism and the expansion of religion and thought will be analyzed and critically discussed.

POL. 364.—Seminar: Social Institutions. (3 points.)

W., 3-4.40. Spring. Fr. Millar, S.J.

The work of the seminar will center around the theory of institutions, considered in their sociological and juridical aspects. Hauriau's contribution to the problem and its connection with the latest trend in social jurisprudence will be considered from their many complex angles and tested in the light of Suarez' philosophy of the state and the American experiment in Constitutional Law.

POL. 361 - 362.—Reading and Research in the Field of Sociology.

Cf. POL. 317 - 318.

POL. 501 - 502.—Research on Dissertation. (6 points.)

No fee.

DEPARTMENT OF PSYCHOLOGY

For further details: *Cf.* Special Bulletin

DEPARTMENT OF ROMANCE LANGUAGES

Fr. Dumas, S.J., *Head of Department;* Dr. Ausili, Dr. Chenel, Mr. Torrielli, Dr. Vial.

The Department of Romance Languages comprises the sections: a) Romance Philology and Comparative Literature, b) French, c) Italian, d) Spanish.

Candidates for the degree of Master of Arts or for that of Doctor of Philosophy may major in either French or Italian. Section a) may be considered as a part of either major field. With the approval of the Dean, the Head of Department may permit certain qualified unmatriculated students to follow the courses of this department. Students should select their courses only after consultation with the Head of the Department or with a Faculty member appointed by him.

The Master of Arts Degree

Admission:

(1) It is understood that students will be conversant with all general requirements, rules and regulations concerning registration, matriculation and degrees, which are enumerated on pages 19 to 26 inclusively.

(2) It is further understood that the candidates for a higher degree in this department have the ability to read, write and speak the language of their proposed major field, and possess a general knowledge of its literature and civilization.

(3) Candidates must have successfully completed twenty-four semester hour courses of undergraduate work in French, Italian or Spanish before they may be admitted to graduate study. A minimum of eighteen of these semester hours must have been devoted to the language selected as the major. It is possible, in individual cases and for exceptional reasons, for the course work in allied fields to be accepted as part of the requisite hours, when the Dean judges this advisable.

Requirements for the Degree:

(1) The successful completion of at least twenty-four semester hours of course work. These hours may be taken exclusively in the field selected as the major. At least eighteen of them must be taken in this section. The six semester hour courses possible in allied studies may be undertaken only with the approbation of the Mentor. For candidates majoring in French the following are requisite courses: Fr. 101-2—History of French Literary Thought; R. P. 117—French Stylistics; R. P. 221—Methods of Research.

For candidates majoring in Italian: It. 101-102—History of Italian Literature; R. P. 115—Italian Stylistics; R. P. 221—Methods of Research.

(2) A reading knowledge of a Romance language other than that of the major. The Mentor decides which language is most useful to the field of specialization. *Cf.* Language requirement regulations.

(3) The successful passing of a comprehensive examination. This examination is divided into three sections: (*a*) the development of the literary thought of the major and the concatenation of the literary movements; (*b*) French—the 17th and 18th Centuries, Italian-Dante; (*c*) any one of the following: Mediæval Literature, 19th Century Literature, Contemporary Literature.

(4) The satisfactory completion of a dissertation. The subject of this dissertation will have been approved by the Mentor. It should conform in all details of presentation to the acceptable form. *Cf.* General Regulations.

The Doctor of Philosophy Degree

Admission:

Candidates must have a Master of Arts degree, Romance Language field, from an approved university. In cases where this degree does not conform to the norm established at this university, the Dean may require the deficit to be supplied by assigned course work.

Requirements for the Degree:

(1) The successful completion of at least thirty-six semester hours of course work. These hours may be taken exclusively in the field selected as the major. At least twenty-four of them must be taken in this section. The twelve semester hour courses possible in allied studies must be undertaken only with the approbation of the Mentor. For candidates majoring in French, the following are requisite courses: R. P. 203—Old French; R. P. 213—Comparative Linguistics.

For candidates majoring in Italian: R. P. 205—Old Italian; R. P. 213—Comparative Linguistics.

For candidates who have not received the Master's Degree at Fordham University, the Mentor will determine whether or not the requisite courses for the Master's Degree are to be taken.

(2) A reading knowledge of German and of a Romance Language other than that of the major. The Mentor decides which Romance language is most useful to the field of specialization. *Cf.* Language requirement regulations.

(3) The successful passing of a comprehensive examination embracing the entire field of the major literature.

(4) The satisfactory completion of a dissertation, followed by an oral examination upon the dissertation and the general field of study. The subject of this dissertation will have been approved by the Mentor. It will conform in all details of presentation to the acceptable form. *Cf.* General Regulations.

Outline of Courses

The following outline indicates the courses offered in this Department, which are covered in their entirety in a three year cycle. Those marked with an asterisk will be offered during the academic year 1938-1939. A detailed description of these courses follows the general outline.

Philology:

R.P. 201 - 202.—Vulgar Latin.
R.P. 205 - 206.—Old Italian.*
R.P. 209 - 210.—Old Spanish.
R.P. 213 - 214.—Comparative Romance Linguistics.
R.P. 117 - 118.—French Stylistics.*
R.P. 221 - 222.—Methods of Research.*
R.P. 203 - 204.—Old French.*
R.P. 207 - 208.—Evolution of the Italian Language.
R.P. 211 - 212.—Provençal.
R.P. 115 - 116.—Italian Stylistics.*
R.P. 119 - 120.—Advanced Phonetics.
R.P. 323 - 324.—Research Seminar.

Comparative Literatures:

C.L. 221 - 222.—Romances of Chivalry.
C.L. 223 - 224.—The Renaissance.
C.L. 225 - 226.—Romanticism.

French:

A. *General Courses.*

Fr. 101 - 102.—History of French Literary Thought.*
Fr. 105 - 106.—Mediæval French Literature.
Fr. 109 - 110.—The Renaissance.
Fr. 113 - 114.—Seventeenth Century Literature.
Fr. 117 - 118.—Nineteenth Century Literature.*
Fr. 203 - 204.—Old French Literature.*
Fr. 107 - 108.—Pre-Renaissance Litterature (Fourteenth and Fifteenth Centuries).
Fr. 111 - 112.—Literature of Henri IV Period.
Fr. 115 - 116.—Eighteenth Century Literature.*
Fr. 119 - 120.—Contemporary Literature.

B. *Author Courses.*

Fr. 211 - 212.—Rabelais.*
Fr. 215 - 216.—Corneille.
Fr. 219 - 220.—Racine.*
Fr. 113 - 114.—Montaigne.
Fr. 217 - 218.—Molière.
Fr. 221 - 222.—La Fontaine.*

Fr. 223 - 224.—Pascal.
Fr. 225 - 226.—Bossuet.
Fr. 227 - 228.—Montesquieu.
Fr. 229 - 230.—Rousseau.
Fr. 231 - 232.—Voltaire.*
Fr. 233 - 234.—The Encyclopedists.
Fr. 235 - 236.—Chateaubriand.
Fr. 237 - 238.—Victor Hugo.
Fr. 239 - 240.—The Dumas.
Fr. 241 - 242.—Proust.*

C. *Genres.*

Fr. 131 - 132.—Feudal Epics.
Fr. 133 - 134.—Evolution of Lyric Poetry.
Fr. 135 - 136.—Poetry of the Sixteenth Century.
Fr. 137 - 138.—Development of the Novel.*
Fr. 139 - 140.—Eighteenth Century Novel.
Fr. 141 - 142.—Contemporary Novel.
Fr. 143 - 144.—History of the Theatre.
Fr. 145 - 146.—Religious Drama.
Fr. 147 - 148.—Seventeenth Century Drama.
Fr. 149 - 150.—Eighteenth Century Drama.
Fr. 151 - 152.—Nineteenth Century Drama.*
Fr. 153 - 154.—Contemporary Drama.*
Fr. 155 - 156.—Romanticism.
Fr. 157 - 158.—Parnassian and Symbolistic Schools.
Fr. 159 - 160.—Realistic and Naturalistic Schools.
Fr. 161 - 162.—Pulpit Oratory.
Fr. 163 - 164.—Great French Moralists.*
Fr. 165 - 166.—Literary Critics.
Fr. 167 - 168.—Short Story.
Fr. 169 - 170.—Great Literary Women of France.
Fr. 171 - 172.—Catholic French Literature.

Italian:

A. *General Courses.*

It. 101 - 102.—History of Italian Literature.*
It. 203 - 204.—The Duecento.*
It. 105 - 106.—The Trecento.
It. 107 - 108.—The Quattrocento.
It. 109 - 110.—The Cinquecento.*
It. 111 - 112.—The Seicento.
It. 113 - 114.—The Settecento.
It. 115 - 116.—The Ottocento.*
It. 117 - 118.—Contemporary Literature.*

B. *Author Courses.*

It. 121 - 122.—Introduction to the study of Dante.*
It. 223 - 224.—Dante: Inferno.*
It. 225 - 226.—Dante: Purgatorio.
It. 227 - 228.—Dante: Paradiso.
It. 129 - 130.—Dante: Minor Works in Italian.
It. 331 - 332.—Dante: Latin Works (Seminar).
It. 235 - 236.—Petrarca.*
It. 237 - 238.—Boccaccio.*
It. 241 - 242.—Ariosto.
It. 243 - 244.—Tasso.
It. 245 - 246.—Goldoni.
It. 249 - 250.—Parini.
It. 255 - 256.—Leopardi.
It. 257 - 258.—Manzoni.
It. 261 - 262.—Carducci.

C. *Genres.*

It. 175 - 176.—Italian Lyric Poetry.
It. 177 - 178.—Historical Novel.*
It. 179 - 180.—Romances of Chivalry.
It. 181 - 182.—The Italian Theatre.
It. 183 - 184.—Italian Historiography.
It. 185 - 186.—Pastoral Poetry.

It. 187 - 188.—Literary Criticism.
It. 189 - 190.—Novelle.
It. 191 - 192.—Oratory.
It. 193 - 194.—Religious Literature.
It. 195 - 196.—Political Thought.
It. 197 - 198.—Italian Philosophers.

Spanish:

Sp. 101 - 102.—History of Spanish Literature.*
Sp. 121 - 122.—Cervantes.
Sp. 171 - 172.—The Spanish Theatre.

PHILOLOGY

R.P. 116.—Italian Stylistics. (2 points.)

W., 4.30-6.10. Spring. Dr. Ausili.

The purpose of this course is to enable students to translate into idiomatic Italian selected passages of a difficult nature from English and American authors, and to write original compositions according to the best standards of contemporary Italian idiom and phraseology.

R.P. 118.—French Stylistics. (2 points.)

M., 4.30-6.10. Spring. Dr. Vial.

Study of finer shades of French idioms and peculiarities of French style through study of French texts from a linguistic point of view and especially through writing in French and translating English literary works in French. Open to students who have already a command of French grammar and the ability to write French correctly.

R.P. 203.—Old French. (2 points.)

W., 4.30-6.10. Fall. Mr. Torrielli.

This course will treat the linguistic development of the French language. The evolution of the sounds and orthography of Modern French from the sounds of spoken Latin will be traced in detail. Attention will be given to semantics as well as to phonetics, syntax and morphology. The main emphasis will be laid on the language of the Ile de France, but dialects also will be taken into consideration along with foreign influences. The influence of Old French upon the English language will be discussed.

R.P. 205.—Old Italian. (2 points.)

S., 9.15-10.55. Fall. Mr. Torrielli.

This course will treat the linguistic development of the Italian language. The morphology, phonology and syntax of modern literary Italian will be discussed in their relation to Vulgar Latin. The main emphasis will be laid on Tuscan, but due attention will be given to the various dialects and to foreign influences. Examples illustrating the early progress of the language will be drawn from the earliest known texts.

R.P. 221.—Methods of Research.

Tu., 3.45-4.25. Fall. Fr. Dumas, S.J.

A series of lectures planned to introduce the student to the methods and responsibilities of graduate work. Among the subjects to be discussed are: The meaning of a dissertation and of a term paper, the search for a problem, the gathering and organization of material, the relative value of primary and secondary sources, the proper use of library facilities, the preparation of bibliographies, the rules of form governing the final draft of dissertations. Actual case work will familiarize the student with mechanical details.

FRENCH 101 - 102.—History of French Literary Thought. (4 points.)

S., 9.15-10.55. Fall and Spring. Dr. Vial. (In French.)

The various schools of thought from the Renaissance to the present times; their positive and negative aspects; the literary expression of philosophical concepts particularly in the most representative writers: Montaigne, Rabelais, Pascal, Bossuet, Fénelon, Montesquieu, Voltaire, Rousseau, Taine, Renan, etc. The general relationship of philosophy with literature will be studied.

FRENCH 204.—Old French Literature. (2 points.)

W., 4.30-6.10. Spring. Mr. Torrielli.

A study of the rise and development of Old French Literature will be treated in this course. The literary genres of Mediæval France will be studied in detail, with particular emphasis upon the chansons de gestes, chronicles and lyric poetry. Literary relations between England and France will receive due attention. Selected episodes of *La Chanson de Roland, Aucassin et Nicolette* and romance of chivalry by Chretien de Troyes will be read in class in the original French version. Successful completion of course R.P. 203 or its equivalent is a prerequisite for this course.

FRENCH 115 - 116.—Eighteenth Century French Literature. (4 points.)

W., 4.30-6.10. Fall and Spring. Fr. Dumas, S.J.

This course will include a general survey of the eighteenth century in its various aspects: social, political and religious, and a biographical and critical study of the foremost writers of the period. Particular stress will be laid upon those philosophers, publicists, critics, novelists, dramatists, essayists and historians whose doctrines, as expounded in their more significant works, were most influential in creating public opinion and in bringing about not only the French revolution, but the advent of democratic government.

FRENCH 117 - 118.—Nineteenth Century French Literature. (4 points.)

Tu., 4.30-6.10. Fall and Spring. Dr. Chenel.

A detailed appreciation of the outstanding writers of the Nineteenth Century, including a comprehensive survey of the Romantic movement and a critical study of the subsequent literary schools: Realism, Naturalism, Parnasse, Symbolism in the domain of the French novel, drama and poetry.

FRENCH 211.—Rabelais. (2 points.)

Th., 4.30-6.10. Fall. Dr. Vial.

Available documents on the life of Rabelais will be examined. A study will be made of the sources and composition of *Pantagruel*, as well as its philosophical and social import and its satirical purposes. The author's style and vocabulary will be stressed.

FRENCH 220.—Racine. (2 points.)

F., 4.30-6.10. Spring. Dr. Chenel.

This course will include: (1) an extensive biography of the dramatist, (2) a thorough analysis of the more famous of his tragedies, (3) an interpretative reading in French of some of his masterpieces, (4) a critical appreciation of his dramatic art, plots, characters and sources of inspiration.

FRENCH 221.—La Fontaine. (2 points.)

F., 4.30-6.10. Fall. Dr. Chenel.

This course will include: (1) a complete biography, (2) the reading and explanation of the author's little *dramas,* (3) a critical study of his art, language, technique and morality. As a special feature of this course, the rules of French prosody will be explained and illustrated.

FRENCH 231.—Voltaire. (2 points.)

M., 4.30-6.10. Fall. Fr. Dumas, S.J.

An objective study of the evolution of Voltaire's character and of his more important works. The opinion of modern and contemporary critics will be considered in face of the facts of history and the author's own writings.

FRENCH 242.—Proust. (2 points.)

Th., 4.30-6.10. Spring. Dr. Vial.

This course will treat of the author's life, his literary and philosophical formation, the arts in his work and his personages. The *thèmes proustiens* will be stressed, as well as his style and influence.

FRENCH 137 - 138.—Development of the French Novel. (4 points.)

S., 11.05-12.45. Fall and Spring. Dr. Chenel.

A study will be made of the various forms which the French novel has taken successively from the origins down to our own times, according to the following classification: (1) the novel of chivalry and adventure, (2) the pastoral novel, (3) the epistolary novel, (4) the philosophical novel, (5) the psychological novel, (6) the historical novel, (7) the social novel, (8) the rustic novel, (9) the realistic novel, (10) the so-called *roman à thèse.*

FRENCH 152.—Nineteenth Century Drama. (2 points.)

M., 4.30-6.10. Spring. Fr. Dumas, S.J.

This course will include a theoretical, practical and critical study of the romantic, realistic, and lyrical drama. Hugo, Scribe, Labiche, Dumas, Augier, Hervieu, Coppée and Rostand will be considered. Special attention will be given to plays dealing with individual, social and political problems.

FRENCH 153 - 154.—Contemporary French Drama. (6 points.)

Tu., Th., 1.30-2.45. Fall and Spring. Dr. Vial.

A course on the social, political, religious and philosophical trend of contemporary French thought as portrayed in the more significant works of the foremost playwrights. The naturalistic drama: Henri Becque; *Le Theatre Libre*—Idealistic and symbolist drama: Maeterlinck and Claudel. Social drama: Curel and Brieux. Psychological drama: Porto-Riche and de Flers. The dramatists of today.

FRENCH 163 - 164.—Great French Moralists. (4 points.)

Th., 4.30-6.10. Fall and Spring. Fr. Dumas, S.J.

A comprehensive perspective of the French moralists, from the Sixteenth to the Nineteenth century inclusive. This course will embrace a detailed study of the lives, writings and influence of Montaigne, Charron, du Vair, Pascal, La Rouchefoucauld, Saint-Evremond, La Bruyère, Vauvenargues, Duclos and Xavier de Maistre; Bossuet and Fénelon being reserved for special courses.

FRENCH XXX.—Scientific French.

W., 4.30-6.10. Fall. Mr. Alberse.

This course is specifically intended for students of the sciences who wish to develop a facile reading knowledge of scientific French and thus prepare the language requirement for the Master's or Doctor's degree. All readings will be relevant to the students' chosen fields, and all necessary points of grammar will be explained. Though some previous knowledge of French is desirable, it is not obligatory. (No graduate credits will be given for this course.)

ITALIAN

ITALIAN 101 - 102.—History of Italian Literature. (4 points.)

S., 11.05-12.45. Fall and Spring. Dr. Ausili.

A critical and synthetic study of Italian literature from the beginning to the present day, designed to illustrate the relation of the main literary movements to the contemporary tendencies in history, politics and art.

ITALIAN 204.—The Duecento. (2 points.)

S., 9.15-10.55. Spring. Mr. Torrielli.

The object of this course is a study of the development and rise of the vernacular literature in Italy during the Thirteenth century. The earliest known texts will be treated. The poets of the Sicilian school and the rise of the *dolce stil nuovo* will be treated in detail. Due attention will be given to the influence of Provençal literature. Successful completion of course R.P. 205 or its equivalent is a prerequisite for this course.

ITALIAN 109.—The Cinquecento. (2 points.)

F., 4.30-6.10. Fall. Dr. Ausili.

A detailed study of the literature of the Sixteenth century and of its relation to history, politics, philosophy, arts and science. Critical and æsthetic interpretation of the works of the more important writers of the period.

ITALIAN 116.—The Ottocento. (2 points.)

F., 4.30-6.10. Spring. Dr. Ausili.

A detailed study of the literature of the Nineteenth century and of its relation to history, politics, philosophy, arts and science. Critical and æsthetic interpretation of the works of the more important writers of the period.

ITALIAN 117.—Contemporary Italian Literature. (2 points.)

Tu., 4.30-6.10. Fall. Dr. Ausili.

A critical study of the various tendencies and principal representatives of contemporary Italian poetry (first semester), novel and drama (second semester). The first semester only will be offered at this time.

ITALIAN 121.—Introduction to the Study of Dante. (2 points.)

Th., 4.30-6.10. Fall. Fr. G. Walsh, S.J.

Historical background: Empire and Papacy in the Thirteenth century; Guelfs and Ghibellines in Florence; intellectual and religious forces; contemporary literature. Dante's life and character as revealed in his works and in contemporary documents. Dante's minor works. The matter and meaning of the *Divina Commedia.*

ITALIAN 224.—Dante's Divina Commedia: Inferno. (2 points.)

Th., 4.30-6.10. Spring. Fr. G. Walsh, S.J.

This course will consist of the reading and interpretation of selected cantos with special reference to the general problems of Dante's life and learning, love and art, philosophy and faith.

ITALIAN 235.—Petrarca. (2 points.)

M., 4.30-6.10. Fall. Mr. Torrielli.

This course will treat of the life and works of Francesco Petrarca. The vernacular works will be studied in detail, but due attention will be given to his Latin writings. His influence on the literature of Europe and the rise of Petrarchism will be considered. A study of the changes between the Middle Ages and the early Renaissance will be centered about the author's career and works.

ITALIAN 238.—Boccaccio. (2 points.)

M., 4.30-6.10. Spring. Mr. Torrielli.

The author's life and works will be studied in detail. The main stress will be upon the works in the vulgar tongue, particularly the *Decameron,* but the Latin writings of the author will also be treated. The rise of the short story and the influence of the *Decameron* on this genre in European Literature will receive specific attention. The influence of Boccaccio as a precursor of humanism will be discussed.

ITALIAN 178.—Historical Novel. (2 points.)

Tu., 4.30-6.10. Spring. Dr. Ausili.

The origin, development and characteristics of the historical novel in Italy. The imitators of Scott and Manzoni. Critical reports on the best known Italian historical novels will be required.

SPANISH

SPANISH 101 - 102.—History of Spanish Literature. (4 points.)

S., 11.05-12.45. Fall and Spring. Professor to be announced.

A critical and synthetic study of Spanish literature from the beginnings to the present day, designed to illustrate the relation of the main literary movements to the contemporary tendencies in European and Iberian history, politics and art. This course presupposes a general knowledge of Spanish literature. The course will be given in Spanish.

Academic Calendar

1938

Sept. 17, 19, 20, 21 ..Registration Cf. catalogue for regulations governing registration.

Sept. 21 .....An additional fee of $5.00 will be charged for registration after this date.
No one will be allowed to register after the second lecture of a course. Changes in course must be completed before the second lecture period of a course.

Sept. 22 .....Classes begin. Fall Semester.

Oct. 1 .....Last day for payment of Fall Semester fees.

Oct. 12 .....Holiday—no classes.

Nov. 1 .....Holyday—no classes.

Nov. 8 .....Holiday—no classes.

Nov. 11 .....Holiday—no classes.

Nov. 19 .....Language Examinations.

Nov. 23 .....Thanksgiving recess begins after class on Wednesday.

Nov. 28 .....Classes resumed. Last day for filing dissertations for February graduation.

Dec. 8 .....Holyday—no classes.

Dec. 10 and 17 .....M. A. Comprehensive Examinations.

Dec. 22 .....Christmas recess begins after class on Thursday.

1939

Jan. 3 .....Classes resumed.

Jan. 16, 18, 21 .....Examinations for Monday, Wednesday, and Saturday classes.

Jan. 24, 26, 27 .....Examinations for Tuesday, Thursday, and Friday classes.

Jan. 28, 30, and 31 ..Registration—Spring Semester. Cf. catalogue for regulations governing registration.

Jan. 31 ..... An additional fee of $5.00 will be charged for registration after this date.
No one will be allowed to register after the second lecture of a course. Changes in course must be completed before the second lecture period of a course.

Feb. 1 ..... Classes begin. Spring Semester.

Feb. 4 ..... Last day for payment of Spring Semester fees.

Feb. 13 ..... Holiday—no classes.

Feb. 18 ..... Language Examinations.

Feb. 18, 25, and Mar. 4 ..... Ph.D. Comprehensive Examinations.

Feb. 22 ..... Holiday—no classes.

Mar. 4 ..... Deferred examinations—Fall Semester.

Apr. 3 ..... Last day for filing dissertations for June graduation.

Apr. 5 ..... Easter recess begins after classes on Wednesday.

Apr. 17 ..... Classes resumed.

Apr. 29 and May 6 ... M. A. Comprehensive Examinations.

May 12 ..... Rector's Day. Holiday.

May 18 ..... Holyday—no classes.

May 20 ..... Language Examinations.

May 23, 24, 25, and 27 ..... Examinations for Tuesday, Wednesday, Thursday, Saturday classes.

May 29 and June 2 .. Examinations for Monday and Friday classes.

May 30 ..... Holiday—no classes.

June 10, 17, and 24 ... Doctorate Comprehensive Examinations.

June 14 ..... Commencement.

June 24 ..... Deferred Examinations—Spring Semester.

Officers of Administration

Rev. Robert I. Gannon, S.J.
President of the University

Rev. Gustave Dumas, S.J.
Dean of the Graduate School

Rev. Joseph T. Keating, S.J.
Treasurer of the University

Rev. Leo I. Hargadon, S.J.
Director of the Library

Christopher M. Waldorf, B.A.
Bursar of the University

John J. Propst, B.A.
Registrar of the Graduate School

William J. Roehrenbeck, B.A., B.S. in L.S.
Librarian of the University

Department of Psychology

Faculty

THOMAS E. BAMFORD, JR., *Clinical Director of Guidance Clinics and Instructor in Mental Hygiene.*
A.B., M.D., University of Syracuse, Med. Sc.D., Columbia University.

RALPH P. GALLAGHER, *Lecturer in Guidance.*
B.S., Columbia University.

FRANCES M. GUANELLA, *Lecturer in Guidance.*
A.B., M.A., George Washington University; Ph.D., Columbia University.

ROBERT HOPPOCK, *Lecturer in Guidance.*
B.S., Wesleyan; M.A., Ph.D., Columbia University.

JOSEPH F. KUBIS, *Instructor in Psychology.*
A.B., St. John's University; M.A., Ph.D., Fordham University.

JAMES F. LAWRENCE, *Psychiatric Social Work.*
A.B., Holy Cross College; M.S., Boston College.

EDWARD A. MONAGHAN, *Instructor in Guidance.*
A.B., M.A., Ph.D., Catholic University.

LUCILE S. O'CONNOR, *Lecturer in Guidance.*
B.S., University of Minnesota; M.A., Cand. Ph.D., Columbia University.

WALBURGA REICHENBERG, *Instructor in Psychology.*
M.A., Boston University; Ph.D., University of Vienna.

M. GERTRUDE REIMAN, *Instructor in Psychology.*
A.B., Trinity College; M.A., Ph.D., Catholic University.

ROBERT F. SHEEHAN, *Professor of Psychiatry.*
M.S., Manhattan College; M.D., University of Buffalo.

JOSEPH R. SHERLOCK, *Associate Professor of Philosophy.*
A.B., M.A., LL.B., Ph.D., Fordham University.

THOMAS J. SNEE, *Instructor in Psychology.*
A.B., M.A., Ph.D., University of Pennsylvania.

VICA F. WALDRON, *Lecturer in Guidance.*
B.S., New York University.

REV. WALTER G. SUMMERS, S.J., *Professor of Psychology and Head of Department.*
A.B., M.A., Woodstock College; Ph.D., Georgetown University; Ph.D., Gregorian University.

DEPARTMENT OF PSYCHOLOGY

Conference hours for staff members of the Department will be posted in the seminar room at the beginning of each semester.

Departmental Regulations

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 19 to 26 of the Graduate School Catalogue. The faculty of this department will presume that students are cognizant of these requirements, rules and regulations.

The work of this department falls into five groups:

I. General, Historical and Systematic Psychology.
II. Experimental Psychology.
III. Child and Adolescent Psychology.
IV. Clinical Psychology.
V. Guidance.

Students of this department who wish to major in General, Historical and Systematic Psychology must present to the faculty committee evidence of a minimum of 12 semester hours credit in undergraduate psychology and philosophy and 8 semester hours credit from a satisfactory combination of undergraduate studies in education, the social and positive sciences. Majors in Experimental Psychology, Child and Adolescent Psychology, Clinical Psychology and Guidance must present a minimum of 6 semester hours credit in undergraduate psychology and philosophy and 14 semester hours credit in education, the social and positive sciences. The minimum requirement for the Master's degree is 24 graduate credits, satisfactory completion of a language examination (French or German), a comprehensive examination and a dissertation in the major field.

The minimum requirement for the doctorate degree is 60 points of approved graduate course work beyond the bachelor's degree. The language requirements of the Graduate School require that all doctorate candidates have a satisfactory reading knowledge of both French and German. It will be supposed that all candidates who matriculate for the doctorate in this department will provide themselves with copies of the regulations in respect to these language requirements. Copies of these requirements may be obtained from the registrar.

Students who transfer to this department after having obtained the Master's degree in some other field of graduate study will be obliged to present credit for a minimum of 44 semester

hours of course work in Psychology before they will be considered eligible for the comprehensive examination. All candidates for the doctor's degree must pass a preliminary oral and a subsequent written examination in their major and minor fields. All doctorate candidates must submit a doctor's dissertation for the approval of the staff of this department.

Course requirements for the Master and Doctorate candidates will vary according to their major field of work. The specific minimum requirements for each of the five divisions of this department are as follows:

I. General, Historical and Systematic Psychology. Course requirements for the M.A. degree:

Psychological Methods	— 4 points
Systematic Psychology	— 4 "
Experimental Psychology I	— 4 "
Modern Schools of Psychology	— 2 "
History of Psychology	— 4 "
Two Seminars	— 4 "
Physiological Psychology	— 2 "
Dissertation Seminar	
Dissertation	

Course requirements for the Doctorate degree:

History of Psychology	— 4 points
Intellect and Problems of Human Cognition	— 2 "
Will and Problems of Human Motivation	— 2 "
Social Psychology	— 4 "
Physiological Psychology	— 4 "
Psychology of Aesthetics	— 2 "
Psychology of Expression	— 2 "
Psychology of Mysticism	— 2 "
Experimental Psychology II	— 4 "
Two Seminars	— 4 "
Electives	— 6 "
Dissertation Seminar	
Dissertation	

II. Experimental Psychology. Course requirements for the M.A. degree:

Psychological Methods	— 4 points
Systematic Psychology	— 4 "
Modern Schools of Psychology	— 2 "
Experimental Psychology I	— 4 "
Physiological Psychology	— 4 "

Clinical Tests and Measurements	— 2	points
Electives	— 4	
Dissertation Seminar		
Dissertation		

Course requirements for the Doctorate degree:

History of Psychology	— 4	points
Character and Personality	— 2	"
Psychology of Expression	— 2	"
Experimental Psychology II	— 4	"
Differential Psychology	— 2	"
Relation of Psychology to Psychiatry	— 2	"
Intellect and Problems of Human Cognition	— 2	"
Will and Problems of Human Motivation	— 2	"
Social Psychology	— 2	"
Advanced Statistics	— 4	"
Electives	— 8	"
Dissertation Seminar		
Dissertation		

III. Child and Adolescent Psychology. Course requirements for the M.A. degree:

Psychological Methods	— 4	points
Systematic Psychology	— 4	"
Experimental Psychology I	— 4	"
Child Development	— 4	"
Practicum in Child Psychology	— 2	"
Adolescent Psychology	— 2	"
Mental Hygiene	— 4	"
Dissertation Seminar		
Dissertation		

Course requirements for the Doctorate degree:

Intellect and Problems of Human Cognition	— 2	points
Will and Problems of Human Motivation	— 2	"
Clinical Tests and Measurements	— 2	"
Guidance Clinic	— 6	"
Psychology of Handicapped Children	— 4	"
Psychology of Superior Children	— 2	"
Differential Psychology	— 2	"
Methods and Materials	— 2	"
Seminar: Child Psychology	— 2	"
Seminar: Adolescent Psychology	— 2	"
Social Psychology	— 4	"
Psychiatry	— 2	"

Physiology and Neurology	— 4 points
Dissertation Seminar	
Dissertation	

In conjunction with the seminar in Child Psychology, doctorate students in this department will be obliged to spend additional time in observation work with normal children and adolescents and in clinical work with mentally and physically retarded children and adolescents.

IV. Clinical Psychology. Course requirements for the M.A. degree:

Psychological Methods	— 4 points
Systematic Psychology	— 4 "
Experimental Psychology I	— 4 "
Clinical Tests and Measurements	— 2 "
Mental Hygiene	— 4 "
Guidance Clinic	— 6 "
Child Development	— 4 "
Adolescent Psychology	— 2 "
Dissertation Seminar	
Dissertation	

Course requirements for the Doctorate degree:

Differential Psychology	— 2 points
Physiological Psychology	— 4 "
Intellect and Problems of Human Cognition	— 2 "
Will and Problems of Human Motivation	— 2 "
Character and Personality	— 2 "
Social Psychology	— 4 "
Physiology and Neurology	— 4 "
Psychiatry	— 4 "
Relation of Psychology to Psychiatry	— 2 "
Seminar: Child Psychology	— 2 "
Seminar: Adolescent Psychology	— 2 "
Dissertation Seminar	
Dissertation	

Doctorate students in this division will be expected to take advantage of opportunities provided by this department for clinical work with problem children and with retarded and superior children.

V. Guidance. Course requirements for the M.A. degree:

Students who major in Guidance will be expected to see that the particular regulations of their city or state are satisfied by

the courses they take in this department. All such arrangements must be made with the approval of Dr. Monaghan.

It is also recommended that all students majoring in Guidance take two semesters of clinical work, in PSYCH. 219-220. Since all educational courses, including Guidance, are to be transferred to the School of Education in September 1939, students majoring in this field will complete their work in the School of Education.

Psychological Methods	— 4 points
Systematic Psychology	— 4 "
History, Principles, Problems and Procedures of Guidance	— 4 "
Clinical Tests and Measurements	— 2 "
Vocational Tests and Measurements	— 2 "
Child Development	— 2 "
Adolescent Psychology	— 2 "
Mental Hygiene	— 4 "
Occupational Opportunities and Placement	— 2 "
Techniques of Counseling	— 2 "
Methods and Materials for Guidance Classes	— 2 "
Comparative Guidance Procedures	— 2 "
Organization and Administration of Guidance	— 4 "
Dissertation Seminar	
Dissertation	

Course requirements for the Doctorate degree:

Differential Psychology	— 2 points
Character and Personality	— 2 "
Guidance Clinic	— 6 "
Psychiatry	— 2 "
Social Psychology	— 4 "
Industrial Psychology	— 4 "
Advanced Statistics	— 4 "
College Guidance	— 4 "
Dissertation Seminar	
Dissertation	

All courses of this department are conducted in Keating Hall.

Courses of Instruction

PSYCH. 101 - 102.—History of Psychology I. (4 points.)

Sat. 11.05-12.45. Fall and Spring. Dr. Sherlock.

This course will offer an historical and critical survey of the works of the great leaders in Psychology and will trace the influence of their contribu-

tions on the development of research, methodology and theory. It will include a presentation and discussion of the psychological systems of Plato, Aristotle, Augustine, Thomas Aquinas, Scotus and Suarez and an evaluation of the Scholastic tradition from the point of view of sources, empirical data, and the contemporary problems of its chief exponents.

PSYCH. 103 - 104.—History of Psychology II. (4 points.)

Sat. 11.05-12.45. To be given 1939-1940. Dr. Sherlock.

This course is a continuation of PSYCH. 101 - 102 and will cover the period from Suarez down through that of Descartes and his successors with special reference to Spinoza, Liebniz, Locke, Berkeley, Hume and Kant. German post-Kantian developments. English and French associationism. English and German material empiricism. The German physiological psychologists up to the modern English, German and American experimental psychologists of the nineteenth century.

PSYCH. 105 - 106.—Psychological Methods. (4 points.)

Thurs. 4.30-6.10. Fall and Spring. Dr. Kubis.

An analysis and evaluation of the various methods employed in psychological investigation: questionnaires, rating scales, psychological tests; validity, reliability and objectivity; psychophysical methods; empirical and experimental procedures; types of introspection and introspective techniques. Statistical treatment of psychological data; tabular and graphical presentation of data; measures of central tendency, variability, position. Correlation techniques; linear, non-linear; partial and multiple correlation. Theory of sampling. Reliability and validity of statistical procedures. Statistical techniques and psychological analysis.

PSYCH. 107 - 108.—Systematic Psychology. (4 points.)

Thurs. 4.30-6.10. Fall and Spring. Father Summers, S.J.

The object of this course is to orientate the graduate student in the work of this department. The course will consist of lectures and demonstrations in which the Scholastic tradition and neo-Scholastic doctrines in psychology will be compared with the findings of modern empirical and experimental research. The topics treated will be sensation, perception, instinct, conative activity, volition, the substantiality, spirituality and immortality of the human soul.

The second semester will be devoted to the exposition of various theories of mind and consciousness. Lectures will include the discussion of the faculty theory, transfer of training, complexes and dissociation, subconscious and unconscious mental activity, the phenomena of sleep, dreams, hypnosis, suggestion, telepathy, co-conscious and multiple personalities.

PSYCH. 109.—Modern Schools of Psychology. (2 points.)

Wed. 4.30-6.10. Fall. Dr. Reiman.

A critical analysis of the sources and principal teachings of the structural, functional, behavioristic, dynamic, hormic, psycho-analytic and gestalt psychologies. Nationalistic tendencies and groupings in modern psychological systems.

PSYCH. 205.—Intellect and Problems of Human Cognition. (2 points.)

Tues. 4.30-6.10. To be given 1939-1940. Father Summers, S.J.

A critical review of modern research in the field of intellect and intelligence; the theories presented by Binet, Thorndike, Thurstone, Terman, Rig-

nano, Spearman, Buhler, Lindworsky. The methods and results of modern investigators will be evaluated in the light of the Aristotelian and Scholastic doctrines relating to the function and nature of the human intellect.

PSYCH. 207.—Will and Problems of Human Motivation. (2 points.)

Wed. 4.30-6.10. Fall. Dr. Kubis.

Critical review of modern research in the field of motivation and volitional activity. The metaphysical, empirical and experimental aspects of volitional activity will be followed by an evaluation of modern research in the field of personality and character.

PSYCH. 208.—Psychology of Expression. (2 points.)

Wed. 4.30-6.10. Spring. Dr. Kubis.

Voice, speech, facial and bodily movements as indicators of cognitive and emotional states. Simulated and actual expression. Reliability of expression indicators. Theories of language, gesture and speech. Analysis of language structure. Aphasic disorders. Distorted forms of expression in psychopathological conditions. Substitutes for normal expression in the handicapped. Creative expression in art, literature and music.

PSYCH. 111.—Character and Personality. (2 points.)

Sat. 11.05-12.45. To be given Summer 1939 and Fall 1939-1940.

Dr. Reiman, Father Summers, S.J.

The presentation of the modern theories of habit and habit formation are compared with the philosophical and scholastic theories of habit in their application to motor, emotional, intellectual and volitional activities. This presentation clarifies the differentiation between personality and character and includes the results of modern research on the relation of constitutional and physiological types to disposition, temperament and psychological dominance. The lectures include an evaluation of personality and character tests and an outline of a sound program of character education.

PSYCH. 210.—Psychology of Aesthetics. (2 points.)

Fri. 4.30-6.10. Spring. Lecturer to be announced.

The development of creative activity in children and adolescents. Creative activity of the mature artist. Differentiation of creative activity from instinct, emotion, association and imagination. The intuitive elements. Analysis of aesthetic pleasure and appreciation. Sympathy and empathy. The psychological reactions to aesthetic form. The relation of the sensory and rational in aesthetics. Critique of philosophical theories of aesthetics. Objective standards of artistic value. Educational function of art. Teaching as a creative function.

PSYCH. 211.—Psychology of Mysticism. (2 points.)

Sat. 11.05-12.45. To be given Summer 1939 and Spring 1940.

Father Summers, S.J.

The records of the orthodox Catholic contemplatives are studied with the object of formulating a definition of mystical experience. Their experience is contrasted with the essential phenomena of retreats, revivals and conversions. The sources of error in modern misconceptions and misinterpretations of valid mystical experience are traced to their sources in Neo-Platonism, Yogism, Buddhism, Mohammedanism, Quietism and materialistic psychology. Rules are

evolved for the discernment of the true mystical experience from pathological and semi-pathological simulations. Modern attempts to establish psychologies of religion are evaluated in the light of the Catholic doctrine of grace.

PSYCH. 302.—Seminar: Sensation and Perception. (2 points.)

Mon. 4.30-6.10. Spring. Dr. Monaghan, Dr. Snee.

PSYCH. 303.—Seminar: Learning and Memory. (2 points.)

Mon. 4.30-6.10. Fall. Dr. Reiman, Dr. Kubis.

PSYCH. 305.—Seminar: Emotions and Sentiments. (2 points.)

Tu. 7.30-9.10. Fall. Father Summers, S.J.

The work of this course will be divided into two parts, the first of which will consist of an exposition of various theories of emotions and sentiments from Aristotle to the present time; and in an evaluation of the experimental efforts in this field. The second part will consist of training in the techniques of investigating emotional reaction with special emphasis on the procedures and techniques for the detection of deception.

PSYCH. 213 - 214.—Social Psychology. (4 points.)

Tu. 7.30-9.10. Fall and Spring. Dr. Snee.

This work will consist in the presentation of the psychological factors involved in:

1. Development and administration of the law, the problems involved in trials, evidence and psycho-legal fictions.
2. The psychological factors in criminology and the contribution of the psychologist.
3. The psychology of propaganda: press, commercial and governmental. Experimental studies of propaganda.
4. Advertising and selling.

PSYCH. 201.—Relation of Psychology to Psychiatry. (2 points.)

Tu. 7.30-9.10. Fall. Dr. Sheehan.

This series of lectures will present the contribution of psychological research in the development of psychiatric principles and the influence of psychiatric technique and psychotherapy on psychological investigation. This general concept will be carried through the treatment of the quantitative and qualitative disorders of the mind, the classification and symptomatology of mental disorders, the functional and organic types of reactions, the psychoneuroses, mental mechanisms, including dissociation, repression, regression and sublimation and effects of trauma. These lectures will be supplemented with demonstrations and the discussion of clinical material.

PSYCH. 113 - 114.—Physiological Psychology. (4 points.)

Mon. 4.30-6.10. Fall and Spring. Dr. Snee.

Nerve stimulation and conduction. Reflex, cerebral, cerebellar and autonomic functions. Relation of physiological processes to mental phenomena, normal and abnormal. The special senses. Cerebral localization. The aphasias. The local sign theory. The endocrine structures and their psychological significance. Pleasure and pain. The temperaments. The unity of the human mind. Relation of physiological research to psychological theory.

The lecture course will be supplemented by laboratory training in techniques for the accurate study of nerve conduction, action currents, cerebral localization, conditioned responses and electro-encephalograms.

PSYCH. 115 - 116.—Experimental Psychology I. (4 points.)

Tu. 12.30-2.05, Section A, Dr. Kubis.
Wed. 4.30-6.10, Section B, Dr. Snee. } Fall and Spring.

A laboratory course which parallels the didactic work in PSYCH. 107. The work will consist of a selected number of typical individual experiments in sensation, perception, reaction-time, attention, memory, learning, thought and volition.

PSYCH. 215 - 216.—Experimental Psychology II. (4 points.)

Fri. 4.30-6.10. Fall and Spring. Father Summers, S.J. and staff.

This is a more advanced course in which each student or group of students will trace the development of a given experimental problem. The preliminary work will consist of a study of the apparatus, technique and controls employed by previous investigations or for the correction of errors in the experimental procedure of the work they have examined. This course is intended likewise to provide guidance in the preliminary stages of individual research.

PSYCH. 117 - 118.—Child Development. (4 points.)

Tu. 4.30-6.10. Fall and Spring. Dr. Reichenberg.

Systematic presentation of the developmental phases of infancy and childhood. In the course of a survey of the more important child studies, the development of motor activity, social reactions, play, learning and intelligence will be discussed from the view-point of the characteristics of each developmental level. The theoretical presentation will be supplemented by practical applications to nursery, kindergarten and elementary school phases. Lectures will be further supplemented by demonstrations and training in observational techniques.

PSYCH. 217 - 218.—Practicum in Child Psychology. (2 points.)

Hours to be arranged. Fall and Spring. Dr. Reichenberg.

PSYCH. 127.—Psychology of Adolescence. (2 points.)

Wed. 4.30-6.10. Fall. Dr. Reichenberg.

The physical, physiological and mental changes associated with adolescence. Interests and ideals. Social tendencies, problems and adjustments. Factors in youthful skepticism. Instincts, impulses, will-training and religious education. Causes of psychological abnormalities and delinquencies.

PSYCH. 119 - 120.—Psychology of Handicapped Children. (4 points.)

Wed. 7.30-9.10. Fall and Sprng. Dr. Guanella.

Present tendencies and practices in the field of special treatment for physically and mentally retarded children. The organization, administration and methods which have proved effective with retarded children and with physically handicapped children will be treated in detail. The second part of this course will consist in a review of the more important literature, supplemented by observational studies and reports.

PSYCH. 128.—Psychology of Superior Children. (2 points.)

Wed. 4.30-6.10. Spring. Dr. Reiman.

The special characteristics of superior children will be reviewed in the light of the available literature. Presentation of the modern techniques and facilities for dealing with these children will be supplemented by case-study material.

PSYCH. 308.—Seminar: Child and Adolescent Psychology. (2 or 4 points.)

Hours to be arranged. Spring. Dr. Reichenberg.

PSYCH. 121 - 122.—Mental Hygiene. (4 points.)

Thurs. 7.30-9.10. Fall and Spring. Dr. Bamford.

Beginning with presentation of the characteristic features of normal, integrated behavior, this course deals with the types, causes, and treatment of personality maladjustments. On the basis of the correct diagnosis and effective treatment, the lectures trace the application of psychological and psychiatric principles in the prevention of personality maladjustments. The case-study method is used throughout.

PSYCH. 123.—Clinical Tests and Measurements. (2 points.)

Tu. 4.30-6.10. Fall. Dr. Reiman.

This course is a prerequisite for all clinical and guidance work. It will treat of the relation of psychometry to clinical diagnosis, the assumptions and clinical applications of psychological tests. Discussion and demonstration of tests commonly used in clinical practice with special emphasis on the Stanford-Binet and a selected group of performance and diagnostic tests.

PSYCH. 125.—Differential Psychology. (2 points.)

To be given 1939-1940. Dr. Reiman.

Basic to any effective educational or guidance procedure is the understanding of the psychological effects of individual differences in function, temperament, physique; of the immediate and remote environmental influences, such as race, tradition, climate, past or present social status. A survey of the literature on individual and group differences will include a discussion of the nature-nurture problem and the contributions of cultural anthropology.

PSYCH. 219 - 220.—Child and Adolescent Guidance Clinic. (6 points.)

Sat. 10.00 A.M.-1.00 P.M. Fall and Spring. Mr. Lawrence, Miss O'Connell, Dr. Reichenberg, Dr. Reiman, Dr. Bamford.

This clinic will be conducted in new quarters on the University Campus. In the first semester, problem cases from the child group will be stressed. In the second semester, the emphasis will be placed on problem cases from the adolescent group. This course must, of necessity, be confined to graduate students and to those whose technical training and experience will enable them to profit by the program. The work here consists of the supervised administration of psychological tests and the evaluation of these test results in the light of the total diagnosis based upon the neurological, medical, social and psychiatric data of each case.

PSYCH. 129 - 130.—History, Principles, Problems and Procedures of Guidance. (4 points.)

Fri. 4.30-6.10. Fall and Spring. Vica F. Waldron.

The principles of vocational and educational guidance for counselors in junior and senior high schools. The topics to be treated will include counseling techniques, exploratory and try-out courses, occupations classes, cumulative records, occupational information and the follow-up methods and case studies in guidance.

In the second semester field trips will be made to schools and agencies correlated with school guidance programs. Students majoring in guidance will

be obliged to do practice work under the supervision of high school guidance counselors.

PSYCH. 131.—Techniques of Counseling. (2 points.)

Fri. 7.30-9.10. Fall. Mr. Gallagher.

Major personnel techniques. Inter-relations among techniques. The nature, content and methodology of the case study. Interpretation of case-study data. The nature, conduct and evaluation of interviews. Recording of interviews. Incidental and systematic observation. Value of observational records. Interpretation of observation. Rating scales. Self-rating. Reliability and validity of rating. Autobiographies, life histories, diaries and student questionnaires. Characteristics of ideal personnel records. Use of personnel records.

PSYCH. 132.—Methods and Materials for Guidance Classes. (2 points.)

Fri. 7.30-9.10. Spring. Mr. Gallagher.

Outlining the course of study. Programing the course. Aims of guidance classes. Orientation units. Educational guidance units. Vocational guidance units. Personality guidance units. Character education. Caring for individual interests. Guidance work-books. Selecting text and reference books. Tests and other procedures for evaluating results.

PSYCH. 133.—Vocational Tests and Measurements. (2 points.)

Wed. 4.30-6.10. Fall. Dr. Monaghan.

The problem of vocational fitness. Fundamental concepts underlying the development, construction and use of tests for vocational fitness. Examination of various types of tests. Analysis of intelligence tests. Academic and vocational achievement tests, special aptitude tests, personality tests, rating scales and questionnaires. The measurement of interests. Applications of tests to occupations. Assembly of test batteries. Predictive value of tests for vocational success. Limitations and effectiveness of tests. Interpretation and evaluation of test results.

PSYCH. 135 - 136.—Occupational Opportunities and Placement. (4 points.)

Thurs. 7.30-9.10. Fall and Spring. Lucile S. O'Connor.

Combined lecture and field visits to employment offices. The lectures will consist of a survey of the development of the free employment office in the United States with special reference to the New York State Employment Service. Discussion of the problems arising in the process of placement and some of the solutions to these problems now being used by progressive employment agencies. Visits will be made to different types of employment bureaus in the city.

The second part of this course will deal with educational opportunities from the viewpoint of the most recent occupational and placement trends.

PSYCH. 137.—Comparative Guidance Procedures. (2 points.)

Wed. 4.30-6.10. Spring. Dr. Monaghan.

The relation of educational theory and philosophy to guidance programs. The integration and relation of the material and spiritual factors in the attainment of human objectives. A discussion of inadequate as contrasted with adequate concept of guidance as these affect motivation for the selection of the proper objectives of the maturing and matured human individuals.

PSYCH. 139 - 140.—Organization and Administration of Guidance. (4 points.)

Tu. 4.30-6.10. Fall and Spring. Dr. Hoppock.

The induction of guidance principles from the most recent research and current practice in the United States and foreign countries. The functions of guidance in relation to school organization with special reference to the secondary school.

During the second semester opportunity will be given for the intensive study of individual problems as they relate to practical situations in the organization and administration of guidance.

PSYCH. 221 - 222.—Industrial Psychology. (4 points.)

Mon. 7.30-9.10. Fall and Spring. Dr. Monaghan.

The economic, social and psychological development of industrial psychology. Nature, origin and measurement of individual differences. Job analysis, psychological and trade tests. The relation of mental states, personality and character traits to occupational success. Problems of industrial maladjustment. Accident causes and prevention.

Students majoring in guidance will be obliged to spend at least one semester in field work.

PSYCH. 223 - 224.—College Guidance. (4 points.)

Wed. 4.30-6.10. To be given 1939-1940.

Father Summers, S.J. and staff.

The relations of college curricula and administrative procedure to guidance practice. The evaluation of aptitude and vocational tests for college students and adults. Test results and their bearing on the interview. Supervised clinical training in the application of aptitude and vocational tests. Individual case studies which include medical and psychiatric reports where indicated. Methods of evaluating college and adult guidance programs. The selection of college students and prediction of academic achievement.

PSYCH. 225 - 226.—Personnel Administration. (4 points.)

Mon. 7.30-9.10. Fall and Spring. Dr. Monaghan.

To be given 1939-1940.

The principles and practices of personnel work. The different types of personnel problems, organization and administration. The social, educational, economic, institutional and corporate aspects of various forms of guidance, employment and placement methods. Evaluation of actual personnel procedures. The basis for the most effective cooperation between employer and employee, the individual employed and the employing institution or corporation.

PSYCH. 401 - 402.—Dissertation Seminar. (No credit.)

Mon. 4.30-6.10. Fall and Spring.

THE

SCHOOL OF LAW

OF

FORDHAM UNIVERSITY

ANNOUNCEMENT, 1938-1939

FORDHAM UNIVERSITY
FORDHAM, NEW YORK, N. Y.

INFORMATION

The office of the Registrar of the Law School, in Room 2889 the Woolworth Building, 233 Broadway, New York, is open duri every business day of the year. Information regarding the requi ments of the School for entrance, for degree and for admission the bar, may be obtained upon application.

For further information, address

CHARLES P. DAVIS, Registrar
Woolworth Building
New York, N. Y.

Published for FORDHAM UNIVERSITY
by FORDHAM UNIVERSITY PRESS,
East Fordham Road, New York, N. Y.

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THE

SCHOOL OF LAW

OF

FORDHAM UNIVERSITY

NEW YORK

Academic Year 1938-1939

THE FACULTY

EVEREND ROBERT I. GANNON, S.J. . . . . *President*
EVEREND JAMES A. CAHILL, S.J., PH.D., S.T.D.,
Regent and Professor of Jurisprudence
GNATIUS M. WILKINSON, A.M., LL.B., LL.D.,
Dean and Professor of Law
MAURICE WORMSER, A.B., LL.B., LL.D. . . . *Professor of Law*
ALTER B. KENNEDY, A.M., LL.B. . . . . *Professor of Law*
REDERICK L. KANE, A.M., LL.B., LL.D. . . . *Professor of Law*
)HN A. BLAKE, A.B., LL.B. . . . . *Professor of Law*
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)MOND B. BUTLER, A.M., LL.B. . . . . *Professor of Law*
EORGE W. BACON, A.B., LL.B. . . . . *Professor of Law*
RANCIS J. MACINTYRE, A.M., LL.B. . *Associate Professor of Law*
LOYD M. HOWELL, A.B., LL.B. . . . *Associate Professor of Law*
)HN F. X. FINN, A.B., LL.B. . . . . *Associate Professor of Law*
RTHUR A. MCGIVNEY, A.M., LL.B. . . *Associate Professor of Law*
)WARD Q. CARR, A.B., LL.B. . . . . *Associate Professor of Law*
JGENE J. KEEFE, A.B., LL.B. . . . . *Associate Professor of Law*
ILLIAM R. MEAGHER, A.B., LL.B. . . . . *Lecturer in Law*
CTOR S. KILKENNY, A.B., LL.B. . . . . *Lecturer in Law*
)SEPH W. MCGOVERN, A.B., LL.B. . . . . *Lecturer in Law*

WILLIAM R. WHITE, JR., A.B., LL.B. . . . . *Lecturer in Law*
PAUL B. CARROLL, A.B., LL.B. . . . . *Lecturer in Law*
FRANCIS X. CONWAY, A.B., LL.B. . . . . *Lecturer in Law*

REVEREND JOSEPH T. KEATING, S.J., *Treasurer*
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CHRISTOPHER M. WALDORF, A.B., *Bursar*
CHARLES P. DAVIS, *Registrar*
JAMES F. KENNEDY, *Librarian*

HISTORICAL STATEMENT

Fordham University, New York, began as St. John's College. It was founded by Archbishop Hughes upon the old Rose Hill farm at Fordham, and formally opened on St. John the Baptist's Day, June 24, 1841. On April 10, 1846, an act of incorporation was passed by the Legislature of the State of New York, which granted it power to "confer such honors, degrees or diplomas as are usually granted by any university, college or seminary of learning in the United States."

On June 21, 1904, with the consent of the Regents of the University of the State of New York, the Board of Trustees authorized the opening of the School of Law, the first classes in which were held in the fall of 1905.

LOCATION AND EQUIPMENT

The School occupies the entire twenty-eighth floor and part of the twenty-seventh floor of the Woolworth Building, in the midst of the downtown office district, in the vicinity of the Federal and State courts, and within a short walk of the Brooklyn Bridge, the subways and the elevated lines, the New Jersey ferries and the Hudson Tunnels.

The School quarters include five classrooms, a Moot Court-room, recreation and coat rooms, the Law Library, the offices of the administrative officials of the School, as well as the full-time members of its Law Faculty and the Law Review.

PURPOSE OF THE SCHOOL AND SYSTEM OF INSTRUCTION

The design of the School is to afford a practical and scientific education in the principles of

General Jurisprudence.
The Common and Statute Law of the United States.
The System of Equity Jurisprudence.
Pleading and Civil Procedure at Common Law and under the Practice Acts of New York and New Jersey.

The course for the degree of Bachelor of Laws covers three years in the day divisions and four years in the evening division.

The case system of study is used, carefully selected collections of cases being employed as the basis of instruction. The teacher and the students discuss the assigned materials critically and comparatively, both with respect to the facts and decisions reached and the rules and principles of law involved. Thus the students are trained in legal analysis and accurate reasoning, while at the same time they are acquiring familiarity with the principles of law and their development, through the use of the actual decisions of the courts.

Although the School recognizes the fact that a grasp of the broad principles of common law is essential for the well-equipped lawyer, and aims to train its students so that they may be qualified to practice law in any common law jurisdiction, care is taken throughout the course to indicate in every subject the existing law of New York. Particular attention is called to the following courses which have special bearing on the New York law:

1. Common Law and Code Pleading.—In this course the principles of common law and code pleading are taught, and the chief similarities and differences between common law pleading and code pleading (which is in force in New York) are explained.

2. New York Civil Practice.—This course embraces a thorough study of the New York Civil Practice Act.

A comprehensive course in Analytical Jurisprudence is conducted which gives due consideration to the ethical and historical aspects of the problems with which the philosophy of the law is concerned.

It is believed that the courses of the School are so arranged as to unite a sound training in the fundamental principles of the law with a training in the practical application of these principles to actual legal work.

A course in New Jersey Practice is given throughout the year. This course may be substituted for the New York Practice course by senior students; and, by arrangement with the Registrar, all students may take this course specially, provided there be no conflict with regular courses.

REQUIREMENTS FOR ADMISSION

The School of Law is open to men and women. Applicants for degrees must be at least eighteen years of age upon entering the first year class, must be of good moral character and must present:

1. A certificate of graduation from a University or College approved by the Board of Regents of the University of the State of New York, together with a full transcript of the scholastic record of the applicant; or,

2. A transcript of record showing successful completion of at least two years of college work in a college or university of standing satisfactory to the School of Law, and proof of having obtained a law student qualifying certificate as required by the University of the State of New York and the Rules of the Court of Appeals.

Applicants for admission will be accepted on the basis of their presumptive fitness to pursue the study of law with success as disclosed by their college records, and on the information as to character and fitness contained in the statement required to be filed by all applicants, as well as from such other data as may be available or required.

Any applicant who has attended any other law school and who either has been required to withdraw therefrom or who is ineligible to continue in regular course therein by reason of deficiency in scholarship, will not be admitted to this School.

It should be noted that the University of the State of New York requires certification to it, on its own forms, of completed high school and college work before its law student qualifying certificate will be issued. Applicants are advised, therefore, to obtain such forms as soon as possible from the Examinations and Inspections Division, State Education Department, Albany, New York, to have same filled out promptly by the educational institution or institutions in which the applicant pursued his preliminary studies and returned to the same department, to secure said certificate. Otherwise serious delay in obtaining the necessary credentials may ensue. As provided in the Rules of the Court of Appeals, of the State of New York, completion of two full years of college study or the equivalent thereof, in addition to graduation from an approved high school, is necessary for the procurement of the law student certificate.

ADVANCED STANDING

An applicant who has satisfied all of the entrance requirements for regular first year students, and in addition has completed successfully one or more years of law study in a law school maintaining standards satisfactory to this School and duly registered by the University of the State of New York, and who is eligible to return thereto in regular course, may be admitted to advanced standing. The amount of credit which will be given in such a case will depend upon the standards of the school and the quantitative and qualitative record of the student therein. Generally, advanced standing will not be granted beyond the second year in the day course or the third year in the evening course.

NON-MATRICULATED AND SPECIAL STUDENTS

A limited number of persons, having a law student qualifying certificate, issued by the University of the State of New York, but not otherwise qualified for admission as hereinabove set forth, will be accepted as special students, not candidates for a degree, on presenting such evidence as the School may require of their fitness to study law. Generally, such students must be qualified by reason of age and other experience so as not to impede the work of the class. The admission of such students, however, is not encouraged.

The attention of applicants under this classification, who intend to seek admission to the Bar of New York, is called to Rule IV of the Rules of the Court of Appeals for the Admission of Attorneys, which provides that applicants for admission to the bar, who have not received the degree of an accredited law school, must have pursued the study of law for four years as prescribed in said rules.

Arrangements may be made also by students who desire to pursue specially one or more courses at regular lecture hours.

STUDIES REQUIRED FOR DEGREE

The required course for the degree of Bachelor of Laws in the day divisions of the School extends over three academic years, in all of which at least twelve periods of classroom instruction per week are required. Students entering these divisions are expected to be able to devote substantially all of their working time to law study. The required course for the degree of Bachelor of Laws in the evening division of the School extends over four academic years. For the first two years at least eight periods of classroom instruction per week are required, and for the last two years at least ten periods of classroom instruction per week are required.

The work of the four years in the evening course thus equals that required in the three years of the day course. The class schedules in the evening course are so arranged that the student is not required to attend classes in excess of four evenings every week.

Every candidate for the degree of Bachelor of Laws will be required to take all of the courses prescribed in the curriculum in the First and Second Years. In the Third Year of the day divisions and the Third and Fourth Years of the evening division part of the courses are prescribed and part are elective. A sufficient number of the latter courses including at least one of the Practice courses must be elected by the student to make up with the prescribed courses the minimum number of hours required for each year.

A student upon making the necessary arrangements with the Registrar's Office also may take at least one additional elective course per semester, provided there be no conflict with other courses elected or prescribed.

REGISTRATION

Every applicant for admission to the School must appear in person at the office of the Registrar in the Woolworth Building to fill out the necessary statement and application on the School form, and to file the required credentials.

The Registrar will receive such applications from the third Monday in June until the opening of classes in September.

As the School limits the number in every session and as time is required for consideration of the application as well as usually to procure the necessary credentials and records, early application for admission is desirable.

Students will not be registered under abbreviated or colloquial forms of recognized names. The registered name of the student will be entered on all certificates and degrees of the School, except in case of obvious error, or where the student shall have filed with the School a duly certified copy of an order of a court of competent jurisdiction permitting a change of name, and proof, satisfactory to the School, of compliance with the terms, if any, of such order.

All students already enrolled in the School must register personally at the Registrar's office prior to the commencement of the school year. Students eligible to enter the third and fourth year classes must appear for this purpose on the Monday preceding the opening of classes between 9 a. m. and 5 p. m. Students eligible to enter the second year class must appear for this purpose on the Wednesday preceding the opening of classes between the same hours.

Any student who fails to appear as above required will not be admitted to classes without the special permission of the Dean.

Matriculation in course is not permitted in the second semester. Special students, however, may register for courses which are conducted during the second semester only.

The School does not conduct any courses during the summer.

DISCIPLINE

The admission, continuance upon the rolls, and graduation of every students is subject always to the full disciplinary power of the School of Law. Furthermore, since a student may be or become undesirable without being subject to disciplinary action, the School reserves the right to require any student to withdraw at any time without cause, and without assigning any reason for such action. In such case an honorable dismissal will be given and a rebate of any tuition fee paid will be made pro rata for the unexpired term.

EXAMINATIONS AND GRADES

Written examinations are held at the end of each semester in all subjects completed therein and as essential parts thereof. Classroom work, so far as practicable, is also a determinant of general standing.

Examinations for all classes will begin at 4 p. m. every day during the examination periods except on Saturdays when they will begin at 2 p. m.

Excessive absences from lectures will bar the student from examination.

Students must present themselves for examination at the examination held immediately upon completion of every subject unless excused by the Dean. Omission to do so will constitute a failure of such examination by the student.

The standing of students will be indicated by the letters A, B, C, D and F, signifying Excellent, Good, Fair, Poor and Failure respectively. A paper of exceptional merit will be marked A+.

A grade of D or better constitutes a passing mark in any subject.

To continue in good scholastic standing, however, a student must maintain a weighted average grade of at least C in every scholastic year. Any student who fails to do so will not be permitted to continue in the School or to be a candidate for a degree.

In case a student is permitted to defer an examination, he must take the next examination given in the subject. In the meantime, if

on the examinations taken by him his weighted average is at least C, he may be allowed to continue conditionally in the School, subject to his maintaining at least said weighted average grade when the deferred examination is taken. If on the examinations taken by him his weighted average grade is less than C, he will be excluded from the School unless and until on taking the deferred examination his weighted average grade is brought up to at least C.

Failed or omitted examinations aggregating in year hour value more than one quarter of the required work of any year, will constitute a failed year irrespective of the weighted average grade obtained by the student. In such case the student will not be permitted to take any re-examination in the failed subjects or to continue in the School or to be a candidate for degree.

Failed or omitted examinations aggregating in year hour value not more than one quarter of the required work of any year may be retaken at the next regular examinations only, except in the case of subjects in the final year of the course in which conditioned examinations are held on the five days immediately following Labor Day. If again failed or omitted, the student will be required to repeat the subject.

Any student who fails to pass or omits to take the first examination offered in a course required to be repeated as aforesaid will not be allowed to take any further examination therein, or to continue in the School or to be a candidate for degree.

Where the content of a course, in which a student has a failed or deferred examination to take, has changed prior to giving the examination which the student takes therein, the student will be required to prepare himself on the altered content of the course. Should the course be omitted so that no examination is given thereafter in the same, the student may be required to take an additional course and to pass an examination therein in lieu of the omitted course.

No day student will be permitted to enter the third year class with any failed first year course outstanding against him; no evening student will be permitted to enter the fourth year class with any failed first or second year course outstanding against him.

LAW LIBRARY

The library is located on the twenty-seventh floor, adjacent to the offices of the Law Review, and immediately under the remainder of the School quarters which occupy all of the twenty-eighth floor. It fronts on Broadway and Barclay Street. It has steady natural

light by day, and a modern system of shaded artificial light for evening work.

The location of the space facing east and south, with an unbroken view for many miles, and with quiet assured by its height above the street, and its complete separation from classrooms and recreation rooms, contributes to its attractiveness.

The library contains about twenty thousand volumes. In it will be found an adequate collection of American and English Reports, including the full National Reporter System, the state reports antecedent thereto in most of the states of the union, and the statutes of substantially all of the several states. In addition there is available an extensive collection of text-books, treatises, and the standard eneyclopedias and digests, so that the student has at his command a good working library.

The library is open on week-days throughout the School year to students of the School of Law and its alumni, from 9.00 A.M. to 11.00 P.M. except on Saturdays when it is open from 9.00 A.M. to 6.00 P.M. During the summer vacation period the library is open daily except Sunday from 9.00 A.M. to 5.00 P.M.

A course of lectures on the use of law books and research work in law is conducted by a member of the faculty, the aim of which is to give the students correct methods in legal research and practice in applying the same to the solution of legal problems.

LAW CLUBS

The law clubs are voluntary organizations of students, functioning under a faculty director. They aim to give the members experience in the preparation of pleadings, cases and briefs for trial, the trial of cases, argument of appeals and some practice in the preparation of legal documents such as contracts, conveyances and wills. An endeavor is made to interest the first year students in the work, which is organized in groups in every year shortly after the beginning of the scholastic year and continues thereafter through both semesters.

THE LAW REVIEW

The Fordham Law Review is published once in every quarter during the school year from October to June by a board of student editors chosen principally on the basis of their scholarship. Every issue contains articles on legal subjects by members of the bar or law teachers, notes on recent decisions and legislation prepared by the board of student editors or occasionally by a member of the school and reviews of recent books dealing with legal subjects. The

publication of the review and its use in various courses is considered a part of the general educational program of the School.

PRIZES

SCHOOL PRIZES. In every class the student attaining the highest average in recitations and examinations throughout the year will be awarded a prize of fifty dollars ($50.00).

THE CHAPIN PRIZE. A prize consisting of the income of the sum of two thousand dollars ($2,000), established by the will of Mrs. Mary Knox Chapin, widow of Professor H. Gerald Chapin, who for many years and until his death was a member of the faculty of the School, is awarded annually to that graduate of the School who has attained the highest average in his studies throughout the full course at the School.

CLASS OF 1911 PRIZE. The Class of 1911, on the occasion of its Silver Jubilee, established a prize consisting of the yearly income of the sum of $1,500, to be awarded annually for the best essay submitted by a student in the senior class of the Law School on a legal subject to be designated annually by the Dean. In the event that in any year no essay submitted is deemed worthy of the award, the income of the fund for that year will be devoted to the purchase of books for the law library.

ADMISSION TO THE NEW YORK BAR

The New York State Bar Examinations are open at once to all graduates of the School who are citizens of the United States and for six months actual residents of this State.

Under the amended rules of the Court of Appeals of New York, effective June 1, 1933, candidates passing the bar examination who hold college degrees approved by the State Education Department, are eligible for admission to practice upon satisfying the requirements of the proper Committee on Character and Fitness. In the case of those who do not hold such degrees, service of a regular clerkship for a period of one year in the office or under the immediate supervision, direction or advice of a duly registered attorney admitted to practice, or an additional year of attendance upon and successful completion of a prescribed graduate course of instruction at an approved law school is required.

COMMENCEMENT

The Annual Commencement of the School of Law will be held at Fordham on Wednesday, June 15, 1938.

ACADEMIC YEAR

The first term of the academic year 1938-1939 will begin on Monday, September 19, 1938, and end on Tuesday, January 31, 1939. The second term will begin Wednesday, February 1, 1939, and end on Monday, June 12, 1939. Classes will not be held on any legal holiday, the Friday following Thanksgiving Day, All Saints' Day, the Feast of the Immaculate Conception, Rector's Day and Ascension Day.

The Christmas recess will begin after the close of lectures on Friday, December 23, 1938, and classes will be resumed on Tuesday, January 3, 1939; the Easter recess will begin after the close of lectures on Wednesday, April 5, 1939, and classes will be resumed on Tuesday, April 11, 1939.

FEES

The following fees are payable:

Matriculation fee $10.00
Due upon acceptance of application for registration.

University fee (which includes a subscription to the Law Review) $12.00
Due upon the first day of every academic year from all students.

Tuition fee, per annum, in all classes in the day divisions $240.00

Tuition fee, per annum, in the first and second year classes in the evening division $160.00

Tuition fee, per annum, in the third and fourth year classes in the evening division $200.00

For students entering the School, one-quarter of this amount is due upon acceptance of application for regisration, one-quarter upon the first day of the academic year, and the balance on February 1, following. For all other students, tuition is due one-half upon the first day of the academic year and the balance on February 1, following.

Graduation fee $20.00
Due at beginning of final examinations.

Conditioned examination fee $10.00
Due before taking any failed or omitted examination.

The right is reserved by the School to alter the above schedule of fees at any time without notice.

No degree is granted or certificate of attendance issued to any student who has not paid all fees due from him to the School.

No student who is in default more than two weeks in the payment of any fee will be permitted to attend lectures or to take any examination during the continuance of such default.

No fee paid or any portion thereof is returnable as a matter of right upon the withdrawal of a student from the School. Where illness, physical disability, or other extraordinary circumstance requires a student to leave, he may file with the School a written statement of the causes of such withdrawal. Thereupon, provided such statement be filed promptly and within the then current scholastic year the School will take under consideration the equities of the case. In no event, however, will any fee paid on acceptance of application for registration be returned or credited, nor will any refund of a fee be made for a fraction of any quarter of the School year during any portion of which the student was in attendance.

CHARLES HAYDEN FOUNDATION SCHOLARSHIPS

Fordham University is the recipient of a grant from the Charles Hayden Foundation to provide scholarships for needy and deserving men students of the metropolitan New York and Boston areas. Only students of exceptional ability and promise, whose financial needs are such that they cannot meet the expenses of University training without special assistance, can be given consideration for these awards. The amount of such scholarship awards varies in individual cases according to the character of the need, the number of applicants who may be accommodated, and the extent of the funds that may be available. Awards are limited in duration to one year but renewal is not precluded. The awards are made by the President on the basis of recommendations from the deans of the several schools and colleges of the University, to whom all applicants are respectively referred.

LIVING ACCOMMODATIONS

The School does not maintain a boarding department, but information as to where board and rooms can be obtained will be furnished on application.

HOURS OF INSTRUCTION

The School has three divisions, morning, afternoon and evening.

The course in the morning and afternoon divisions covers a period of three years.

The course in the evening division covers a period of four years, in which the aggregate number of year hours of work is the same as that required in the day divisions.

Once registered in a given division of the School, a student may not transfer, at any time, to any other division.

Morning School.—Classes will be held on every week-day, except Saturday, commencing at 9.30 o'clock.

Afternoon School.—Classes will be held on every week-day, except Saturday, commencing at 2.30 o'clock.

Evening School.—Classes will be held in the evening of every week-day, except Wednesday and Saturday, commencing at 6.00 o'clock.

Class hours are subject to change at the discretion of the faculty. The schedule may be consulted for the order of lectures.

STANDARDS OF LEGAL EDUCATION

The Council on Legal Education and Admissions to the Bar of the American Bar Association requests that attention be called to the standards of the American Bar Association adopted by it in 1921 with the recommendation that they be adopted by all the states. These standards in substance provide that every candidate for admission to the bar in addition to taking a bar examination, shall be required to give evidence of graduation from a law school which shall require completion of at least two full years of college study as a condition of admission, and three years of law study for full-time students and an equivalently longer period for part-time students, which shall have adequate library facilities and a sufficient number of teachers devoting all of their time to the school to insure actual personal acquaintance and influence on the whole student body, and which, moreover, shall not be operated as a commercial enterprise.

This School is a member of the Association of American Law Schools which prescribes similar standards for its members and is on the approved list of the Council on Legal Education and Admissions to the Bar of the American Bar Association.

COURSE OF STUDIES

Subject to change at the discretion of the faculty.

DAY DIVISIONS

FIRST YEAR

AGENCY. Professor Blake and Mr. McGovern. Two hours a week, second half-year. *Mechem's Cases on Agency* (2d Ed.).

CONTRACTS. Professor Wormser and Professor Bacon. Four hours a week, first half-year; two hours a week, second half-year. *Keener's Cases on Contracts;* Revised Third Edition by Wormser and Finn.

CRIMINAL LAW AND PROCEDURE. Mr. Carroll and Mr. Conway. Two hours a week, second half-year. *Beale's Cases on Criminal Law* (4th Ed.).

DOMESTIC RELATIONS. Professor Kane. Two hours a week, first half-year. *Kane's Cases on Domestic Relations.*

JURISPRUDENCE. Father Cahill, and Mr. White. Lectures, two hours a week, second half-year. Text book and materials to be announced.

PLEADING. Associate Professor Keefe and Mr. McGovern. Two hours a week, first half-year. *Lloyd's Cases on Pleading. Morgan's Introduction to the Study of Law.*

PROPERTY, PERSONAL AND REAL. Professor Kennedy and Mr. Carroll. Two hours a week. *Kennedy's Cases on Personal Property* (2d Ed., 1932); *Blake's Cases on Real Property.*

TORTS. Associate Professor McGivney and Mr. White. Two hours a week. *Wilson's Cases on Torts.*

SECOND YEAR

BILLS AND NOTES. Mr. White and Mr. Carroll. Two hours a week, first half-year. *Smith and Moore's Cases on Bills and Notes* (3d Ed.).

CORPORATIONS. Professor Wormser and Mr. Conway. Two hours a week, second half-year. *Canfield and Wormser's Cases on Private Corporations* (3d Ed.).

CREDITOR'S RIGHTS. Associate Professor Keefe and Mr. McGovern. Two hours a week, second half-year. *Hanna's Cases on Creditor's Rights* (2d Ed.).

DAMAGES. Professor O'Connell and Mr. Conway. Two hours a week, first half-year. *Crane's Cases on Damages.*

EQUITY. Professor Wilkinson and Professor O'Connell. Two hours a week. *Ames's Cases on Equity Jurisdiction,* vol. 1.

EVIDENCE. Professor Wilkinson. Two hours a week. *Loughran and Roberts's Cases on Evidence.*

REAL PROPERTY. Professor Blake. Two hours a week, first half-year. *Warren's Cases on Conveyances.*

SALES. Professor Kane and Professor Bacon. Two hours a week. *Woodward's Cases on Sales* (3d Ed.).

WILLS. Professor Blake. Two hours a week, second half-year. *Costigan's Cases on Wills* (2d Ed.).

THIRD YEAR

*ADMINISTRATIVE LAW. Associate Professor Keefe. Two hours a week, first half-year. Case book to be announced.

CONFLICT OF LAWS. Professor Kennedy and Associate Professor MacIntyre. Two hours a week, second half-year. *Beale's Cases on Conflict of Laws* (2d Ed.).

CONSTITUTIONAL LAW. Professor Kennedy and Mr. Meagher. Two hours a week, first half-year. *Long's Cases on Constitutional Law.*

EQUITY. Mr. White and Mr. Conway. Two hours a week, first half-year. *Ames's Cases on Equity Jurisdiction,* vols. 1 and 2.

*INSURANCE. Professor O'Connell and Associate Professor Howell. Two hours a week, second half-year. *Woodruff's Cases on Insurance* (2d Ed.).

*LABOR LAW. Mr. Conway. Two hours a week, second half-year. Case book to be announced.

MORTGAGES. Mr. McGovern. Two hours a week, first half-year. *Wormser's Cases on Mortgages* (2d Ed.).

*NEW JERSEY PRACTICE COURSE. Mr. Kilkenny. Two hours a week.

*NEW YORK CIVIL PRACTICE ACT. Associate Professor Finn and Associate Professor Carr. Two hours a week. *Carmody's New York Practice* (Student's Edition, 1934), and *Medina, Carr and Finn's Civil Practice Manual* (1938 edition).

*PARTNERSHIP. Mr. Conway and Mr. Howell. Two hours a week, first half-year. *Crane and Magruder's Cases on Partnership.* (Shorter Selection.)

QUASI CONTRACTS. Associate Professor Keefe and Mr. Carroll. Two hours a week, second half-year. *Thurston's Cases on Quasi Contracts.*

*SURETYSHIP. Professor Kane. Two hours a week, second half-year. *Arant's Cases on Suretyship* (2d Ed.).

*TAXATION. Professor Bacon. Two hours a week, second half-year. Case book to be announced.

TRUSTS. Professor Butler and Associate Professor McGivney. Two hours a week. *Butler's Cases on Trusts* (2d Ed.).

N.B. Courses marked with an asterisk (*) are elective. A sufficient number thereof including at least one of the Practice courses must be elected by the student when registering for the year to make up together with the prescribed courses the required minimum of twelve hours per semester.

EVENING DIVISION

FIRST YEAR

CONTRACTS. Associate Professor Finn. Two hours a week, first half-year; four hours a week, second half-year. *Keener's Cases on Contracts;* Revised Third Edition by Wormser and Finn.

PLEADING. Associate Professor Keefe. Two hours a week, first half-year. *Lloyd's Cases on Pleading. Morgan's Introduction to the Study of Law.*

PROPERTY, PERSONAL AND REAL. Professor Blake. Two hours a week. *Kennedy's Cases on Personal Property* (2d Ed., 1932); *Blake's Cases on Real Property.*

TORTS. Mr. White. Two hours a week. *Wilson's Cases on Torts.*

SECOND YEAR

AGENCY. Mr. McGovern. Two hours a week, second half-year. *Mechem's Cases on Agency* (2d Ed.).

BILLS AND NOTES. Mr. Carroll. Two hours a week, first half-year. *Smith and Moore's Cases on Bills and Notes* (3d Ed.).

CRIMINAL LAW AND PROCEDURE. Mr. Conway. Two hours a week, second half-year. *Beale's Cases on Criminal Law* (4th Ed.).

DOMESTIC RELATIONS. Professor O'Connell. Two hours a week, first half-year. *Kane's Cases on Domestic Relations.*

EQUITY. Associate Professor McGivney. Two hours a week. *Ames's Cases on Equity Jurisdiction,* vol. 1.

REAL PROPERTY. Mr. McGovern. Two hours a week, first half-year. *Warren's Cases on Conveyances.*

WILLS. Mr. McGovern. Two hours a week, second half-year. *Costigan's Cases on Wills* (2d Ed.).

THIRD YEAR

CORPORATIONS. Professor Wormser. Two hours a week, second half-year. *Canfield and Wormser's Cases on Private Corporations.* (3d Ed.).

CREDITOR'S RIGHTS. Associate Professor Keefe. Two hours a week, second half-year. *Hanna's Cases on Creditor's Rights* (2d Ed.).

DAMAGES. Mr. Conway. Two hours a week, first half-year. *Crane's Cases on Damages.*

EQUITY. Associate Professor Keefe. Two hours a week, first half-year. *Ames's Cases on Equity Jurisdiction,* vols. 1 and 2.

EVIDENCE. Associate Professor Howell. Two hours a week. *Loughran and Roberts's Cases on Evidence.*

*INSURANCE. Professor O'Connell. Two hours a week, second half-year. *Woodruff's Cases on Insurance* (2d Ed.).

JURISPRUDENCE. Father Cahill. Two hours a week, first half-year. Text book and materials to be announced.

*LABOR LAW. Mr. Conway. Two hours a week, second half-year. Case book to be announced.

SALES. Professor Bacon. Two hours a week. *Woodruff's Cases on Sales* (3d Ed.).

N.B. Courses marked with an asterisk (*) are elective. A sufficient number must be elected by the student when registering for the year to make up together with the prescribed courses the required minimum of ten hours per semester.

FOURTH YEAR

*ADMINISTRATIVE LAW. Associate Professor Keefe. Two hours a week, first half-year. Case book to be announced.

CONFLICT OF LAWS. Professor Kennedy. Two hours a week, second half-year. *Beale's Cases on Conflict of Laws* (2d Ed.).

CONSTITUTIONAL LAW. Professor Kennedy. Two hours a week, first half-year. *Long's Cases on Constitutional Law.*

MORTGAGES. Professor Wormser. Two hours a week, first half-year. *Wormser's Cases on Mortgages,* (2d Ed.).

*NEW JERSEY PRACTICE ACT. Mr. Kilkenny. Two hours a week.

*NEW YORK CIVIL PRACTICE ACT. Associate Professor Carr. Two hours a week. *Carmody's New York Practice* (Student's Edition, 1934), and *Medina, Carr and Finn's Civil Practice Manual* (1938 edition).

*PARTNERSHIP. Professor Butler. Two hours a week, first half-year. *Crane and Magruder's Cases on Partnership.* (Shorter Selection.)

QUASI CONTRACTS. Associate Professor Keefe. Two hours a week, second half-year. *Thurston's Cases on Quasi Contracts.*

*SURETYSHIP. Professor Butler. Two hours a week, second half-year. *Arant's Cases on Suretyship* (2d Ed.).

*TAXATION. Professor Bacon. Two hours a week, second half-year. Case book to be announced.

TRUSTS. Mr. Carroll. Two hours a week. *Butler's Cases on Trusts* (2d Ed.).

N.B. Courses marked with an asterisk (*) are elective. A sufficient number thereof including at least one of the Practice courses must be elected by the student when registering for the year to make up together with the prescribed courses the required minimum of ten hours per semester.

The Degree of BACHELOR OF LAWS was conferred upon students of the Class of 1937 as follows:

Akrabian, Manuel H.
Altman, Max, B.S. in Econ.
Anderson, John A., B.S.
Baldino, Thomas, Jr.
Baratta, Raymond C., B.S. in Biol.
Beggans, James P., B.B.A.
Bessen, Jacob, A.B.
Boylan, John J., B.S.
Broadman, Milton, B.S.
Bucher, Hyman I.
Caimano, Nicholas, A., A.B.
Carew, James F.
Catalano, Theresa C.
Connelly, James G., A.B.
Conway, James S., A.B.
Cutroneo, John J., A.B.
Davis, Monroe R.
Dermody, James J.
Devine, Helen C., A.B.
Ferris, William R., A.B.
Fleming, William J., A.B.
Forster, Lawrence M.
Garcia, Charles A.
Gerli, Francis M., A.B.
Gitelman, Sidney N.
Gladstone, Sidney, B.S. in S.S.
Goetschius, Francis A.
Gottschalk, Stanley S., B.S.
Greenspan, Leonard, A.B.
Greenwald, Lillian, A.B.
Gross, Martin S.
Gross, Milton H., C.E.
Gunsberg, Leonard
Guzy, Mortimer J.
Hagedorn, Edna S.
Harold, John R.
Howe, William F. X., A.B.
Jackson, Sidney R., A.B.
Johnson, William N.
Keefe, James J., A.B.
Kelly, Bernard A., A.B.
Kilbane, Edward F., A.B.
Kupiszewski, Michael L.
Kurman, Marim, B.S.
Laiks, Murray A.
Lake, Leonard M.
Lally, Robert J., A.B.
Lapitino, Leopold J.
Larkin, Thomas F.
Lee, Charles H., Ph.B.
Lewis, Ralph F., Jr., A.B.
Lyman, Edward H., B.B.A.
McCann, Edward J.
McGinn, Robert J.
McLaughlin, Charles B., Jr., A.B.
McMahon, Vincent J., A.B.
McMullen, Faine M., A.B.
Maemanus, Armand F., A.B.
Magid, Walter E., Ph. B.
Marra, Anthony F., A.B.
Martoccia, Arthur R., B.S.
Masterson, John A., A.B.
Monaghan, Joseph F. X., M.B.A.
Monahan, Ellsworth A., A.B.
Morrison, William R.
Murphy, James P., A.B.
Murphy, Leo H., A.B.
Murray, Thomas C.
Nye, Bertrand W., Jr., B.S.
O'Brien, William H. F.
O'Connell, Dennis J., Jr., A.B.
O'Connor, Dennis L., Jr., A.B.
O'Shea, James C., A.B.
Partridge, Donald G.
Perito, Angelo M., A.B.
Perlmuter, Pearl, A.B.
Rao, Vincent P.
Reilly, Paul F., A.B.
Rice, John T., A.B.
Rosston, Bernard
Ruckel, Raymond J., A.B.
Saymon, Bertram, A.B.
Schleicher, William M.
Schlenoff, Aaron A.
Schneider, Sidney
Schupp, Herman A., Jr.
Serles, Robert P., A.B.
Shapiro, Morris A.
Shapiro, Norma F. *(cum laude)*
Shaw, Leland H., Jr., A.B.
Sheehan, John J., A.B.
Shine, Paul J., A.B.
Smith, Joseph F., A.B.
Smith, Maude E., A.M.
Spanier, Irving L., B.S.
Specter, Herbert, B.S.
Stamm, Henry N., A.B.

Stanton, Francis W.
Stella, Michael J., A.B.
Sullivan, James V., Ph.B.
Tracy, Raymond C.
Tracy, Robert L., A.B.
Velsor, Theodore, A.B.
Ward, Samuel M., III, A.B.
Witkind, Nathan, B.C.S. in B. and F.
Zax, Henry

The Honors of the Graduating Class were awarded to:

NORMA F. SHAPIRO . . . . . MORNING DIVISION
BERTRAM SAYMON . . . . . AFTERNOON DIVISION

The Chapin Prize was awarded to:

NORMA F. SHAPIRO

The Prizes for the Highest Standing (1936-1937) were awarded as follows:

Third Year Class	Morning	NORMA F. SHAPIRO
Third Year Class	Afternoon	FAINE M. MCMULLEN, A.B.
Third Year Class	Evening*	DONALD K. BARNES, A.B.
Third Year Class	Evening†	RICHARD H. APPERT, A.B.
Second Year Class	Morning	JAMES J. GERAGHTY, A.B.
Second Year Class	Afternoon	ARTHUR H. GOODMAN
Second Year Class	Evening*	ROBERT A. HUNTLEY, A.B. } *ex aequo* JAMES R. JOHNSTON, A.B. }
Second Year Class	Evening†	GEORGE H. GUILFOYLE, A.B.
First Year Class	Morning	CARMELO J. PERNICONE, A.B.
First Year Class	Afternoon	EVELYN B. KING
First Year Class	Evening*	FRANCIS X. CLARK, A.B.
First Year Class	Evening†	LAWRENCE J. MCKAY, A.B.

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* Manhattan Section. † Bronx Section.

REGISTER OF STUDENTS, 1937-1938

FOURTH YEAR—EVENING CLASS

Alberi, Albert, E.E.
(New York University)
Appert, Richard H., A.B.
(Fordham University)
Auriehio, Dominic T., B.S.
(Fordham University)
Backes, John, A.B.
(Columbia University)
Baehr, Robert N., A.B.
(Fordham University)
Bakos, Charles
Barkas, Melvin, A.B.
(University of Michigan)
Barnes, Donald K., A.B.
(Harvard University)
Bednarz, Albert A.
Beaton, Charles R., B.S. in S.S.
(College of the City of New York)
Birehett, Joseph A., M.B.A.
(Harvard University)
Bissinger, Frederick L., M.E.
(Stevens Institute of Technology)
Bond, Gordon VanDerVeer, B.S. in Eng.
(Princeton University)
Boone, Daniel
Brabbee, Ralph A., A.B.
(Dartmouth College)
Braune, Attilio E., B.S.
(Fordham University)
Brick, Daniel J., B.C.S.
(University of Notre Dame)
Brosnan, Robert R., A.B.
(Manhattan College)
Bruckman, John C., M.S. in M.E.
(Columbia University)
Byrne, Terence J., A.B.
(Fordham University)
Canudo, Eugene R., B.S.
(New York University)
Chambliss, Hardee, Jr., A.B. in Educ.
(University of North Carolina)
Cilento, Arthur J., A.B.
(Fordham University)
Condon, Lawrence M., A.B.
(Fordham University)
Connor, William J.
Corr, John A., A.B.
(Fordham University)
Crean, Jeremiah P., A.B.
(Fordham University)
DeHoust, Roger J., B.B.A.
(St. John's College)
Dooley, John W., A.B.
(Fordham University)
Duffey, Francis J., Ph.B. in Com.
(University of Notre Dame)
Duffy, John J., A.B.
(Fordham University)
Elsaesser, John F., A.B.
(Yale University)
Farrell, Edward J., B.S. in Banking and Finance
(New York University)
Finnen, Francis E., A.B.
(Fordham University)
Fish, John E.
Fletcher, Robert L., Ph.B.
(Providence College)
Flood, James A., A.B.
(Fordham University)
Foley, William T., Jr., A.B.
(Fordham University)
Gallagher, James T.
Glaser, Bernard, B.S. in Econ.
(University of Pennsylvania)
Goldberg, Max, B.S.
(Fordham University)
Hoffman, Bernard H., B.C.S.
(New York University)
Holder, Thornton F., A.M.
(Wesleyan University)
Holland, Edward J., A.B.
(College of the Holy Cross)
Johnson, Carl A., A.B.
(Syracuse University)
Keneally, James M., A.B.
(Fordham University)
Lamb, George A., B.S.
(Fordham University)
Lawlor, John E.
Lawlor, John J., A.B.
(Fordham University)
Litrento, Anthony P., A.B.
(Fordham University)
Lukens, Jaywood, A.B.
(Princeton University)
Lyneh, John A.
McCann, John F., A.B.
(Fordham University)
McInnis, John A., A.B.
(Fordham University)
McManus, Thomas J., A.B.
(Fordham University)
MacKenzie, Ossian R. T., A.B.
(State University of Montana)

Maybruck, Milton, B.B.A.
(College of the City of New York)
Mesick, Thomas P., A.B.
(Fordham University)
Mitchell, John N.
Moroney, James J., A.B.
(Fordham University)
Moyer, Arthur E., A.B.
(Bowdoin College)
Muchnic, George, M.B.A.
(Harvard University)
Murtaugh, James D., A.B.
(Fordham University)
Neary, Martin J., A.B.
(Fordham University)
Neill, Merton S., B.S. in E.E.
(Massachusetts Institute of Technology)
Neulander, Clarence I., B.S. in S.S.
(College of the City of New York)
Nugent, Francis A.
O'Connell, Francis A., Jr.
Partheymuller, John R., A.B.
(Fordham University)
Polden, William A.
Quinn, Arthur J., B.S. in S.S.
(College of the City of New York)
Rabiner, Jerome C.
Rehn, Gosta K.
Reid, George R., B.S.
(Columbia University)
Ribaudo, Gaetano G., A.B.
(New York University)
Riess, Paul H., B.S. in S.S.
(College of the City of New York)
Roemer, Aaron A., B.S.
(New York University)
Samols, Selma Z., A.B.
(Hunter College)
Sanders, Fred C., B.C.S.
(New York University)
Scavullo, Victor K., A.B.
(Georgetown University)
Scott, Griffith J., A.B.
(Fordham University)
Siegel, M. Morton, B.S.
(Brooklyn College)
Stapleton, Francis G., A.B.
(Columbia University)
Stetter, William A., Jr., B.S. in S.S.
(College of the City of New York)
Stone, Joseph
Trundle, Sidney A., B.S.
(Georgetown University)
Tyrrell, Francis J., A.B.
(Fordham University)
VanVliet, Donald D., A.B.
(St. Stephen's College)
Walsh, John W., A.B.
(Fordham University)
Webster, Charles S., Jr.
Wilkinson, E. Wallace, A.B.
(Bucknell University)
Wright, Henry O., M.E.
(Lehigh University)
Young, Thomas J., E.E.
(Polytechnic Institute of Brooklyn)

THIRD YEAR—MORNING CLASS

Balstra, Adrian N.
Barber, Albert F., A.B.
(College of the Holy Cross)
Butler, John F., A.B.
(Villanova College)
Calabretta, Joseph S.
Camardella, Louis F., A.B.
(Georgetown University)
Cerrato, Anthony J., B.S.
(Fordham University)
Cronan, Frank X., A.B.
(St. Peter's College)
Cullen, Edward I., Jr., A.B.
(College of the Holy Cross)
Cunningham, Helen C., A.B.
(Cornell University)
David, Lester P.
Dempsey, William J., B.S.
(Fordham University)
Devine, Peter J., Jr., B.S.
(St. Peter's College)
Dickheiser, Bernard W., A.B.
(University of Pennsylvania)
Droege, Joseph L.
Elias, Gabriel A.
Fennimore, Michael J., A.B.
(Columbia University)
Ferraro, Anthony
Fogarty, James E., A.B.
(Fordham University)
Foley, Hugh J., A.B.
(Fordham University)
Gallati, Robert J.
Gleason, Harry T., B.S.
(Seton Hall College)
Grossman, Bernard, A.B.
(Cornell University)
Jacobson, Walter L.
Kennedy, Harold V., A.B.
(Fordham University)
Kenny, Eugene P.

King, Dudley W., B.S. in M.E.
(Georgia School of Technology)
Leahy, John B.
Leake, John B., A.B.
(Yale University)
Leuthner, Norma R.
McCarthy, Justin X.
McCoy, Francis X., B.S.
(Fordham University)
McGee, Eugene F., Jr.
Martorano, Anthony R.
Mazzeo, John T., Jr., A.B.
(Fordham University)
Milton, Charles J., A.B.
(Georgetown University)
Mullin, Roger W., Jr., A.B.
(Brooklyn College)
Newmeyer, Gertrude, A.B.
(College of St. Elizabeth)
Nigro, Rose
Noonan, Millard J., A.B.
(University of Rochester)
Norton, William F., Jr., A.B.
(Fordham University)
O'Connell, Francis J., A.B.
(Columbia University)
O'Malley, Hubert J., B.S.
(Manhattan College)
Pedersen, Sigrid H., A.B.
(Duke University)
Poritz, Samuel N.
Quinn, Paul J., B.S. in Econ.
(University of Pennsylvania)
Robaczynski, Edwin E., B.S. in S.S.
(St. John's College, Brooklyn)
Rothstein, Norbert
Rouse, Walter J., Jr., A.B.
(Georgetown University)
Rubenfeld, Leonard
Rubenfeld, Louis
Shannon, Donald E., A.B.
(Fordham University)
Silverman, Sidney
Solinger, Walter B.
Tafuri, Edward J.
Troiano, Catherine, A.B.
(Hunter College)
Wein, Nathan L., B.S.
(Fordham University)

THIRD YEAR—AFTERNOON CLASS

Advocate, Sidney, B.S. in S.S.
(Brooklyn College)
Albert, Carl L., A.B.
(Fordham University)
Bernstein, Ralph L.
Boggia, Benjamin F., B.S.
(St. Peter's College)
Borden, Selma B., A.B.
(New York University)
Brady, Aylmer P.
Brown, Peter C., A.B.
(Fordham University)
Burchill, Thomas F., Jr., A.B.
(Fordham University)
Cincotta, John, B.S.
(New York University)
Dimino, Joseph A., B.S.
(Fordham University)
Donohue, Robert Lucc
Donovan, John J., Jr., A.B.
(Fordham University)
Emmanuel, Victor J., A.B.
(Fordham University)
Flynn, Mary, A.B.
(Hunter College)
Foley, James A., A.B.
(Fordham University)
Gannon, Frank S.
Geraghty, James J., A.B.
(Fordham University)
Goodman, Arthur H.
Grollman, George, A.B.
(Muhlenberg College)
Herbert, Herman J., A.B.
(Fordham University)
Kelekian, John H., B.S. in Com.
(University of Iowa)
Kellar, Norman
Kranz, Lester M.
McCabe, Michael A., A.B.
(Catholic University)
McCahill, Donald F., A.B.
(Georgetown University)
McLaughlin, George M., A.B.
(St. Peter's College)
McManmon, Thomas G., A.B.
(Manhattan College)
Melia, Aloysius J., A.B.
(Fordham University)
Merino, R. Robert F.
Murphy, Joseph F., A.B.
(Fordham University)
Nemore, Leon
O'Neill, Brian, B.S.
(Lafayette College)
O'Sullivan, Daniel M.
Passannante, Marie R.
Powell, William J., Jr., A.B.
(University of Notre Dame)

Purchia, Nicholas J., B.S.
(Fordham University)
Sexton, William J., A.B.
(College of the Holy Cross)
Storts, William A.
Vericella, Helen, B.S.
(New York University)
Wise, Edward W., Jr., A.B.
(Brown University)

THIRD YEAR—EVENING CLASS

Adams, Paul R., B.S.
(Princeton University)
Allis, Frederick A., A.B.
(Yale University)
Appleford, B. Lyle, Jr.
Armstrong, Robert F., A.B.
(Manhattan College)
Beisler, Anthony J. J.
Bennett, William K., A.B.
(College of the Holy Cross)
Berger, Eli, B.S. in Bus. Admn.
(Fordham University)
Berger, Louis
Bogdan, Frank C.
Brennan, John J., Jr., A.B.
(Canisius College)
Brett, James
Brown, Anthony W., B.C.S.
(University of Notre Dame)
Brown, Francis L.
Brown, Henry E., B.L.
(University of Notre Dame)
Cantor, Herbert
Caulfield, Thomas J.
Coady, Raymond P., B.S. in Bus.
(Manhattan College)
Cohen, Francis B., B.S. in S.S.
(College of the City of New York)
Conley, Joseph L.
Costello, James P., B.S.
(Fordham University)
Culver, Julian G.
Curry, George L. W.
Dann, Harvey, B.S.
(Trinity College)
David, Amos R., B.S. in M.E.
(University of Kentucky)
DeFazio, Quentin J.
Dempsey, Harold V.
Deppeler, John H., Jr., M.E.
(Stevens Institute of Technology)
Dorney, Thomas A., A.B.
(Fordham University)
Dowd, Lawrence P., A.B.
(Boston College)
Doyle, Fred P., B.S.
(Fordham University)
Driscoll, John P., A.B.
(Fordham University)
Dugan, Marjorie M., B.S.
(Simmons College)
Eckelberry, Niel E., M.D.
(New York University—Bellevue Hospital)
Ellis, Eli
Elowitz, Alan J., B.S. in S.S.
(College of the City of New York)
Enright, John J.
Fackler, Rudolph L.,
B.S. in Econ.
(University of Pennsylvania)
Farr, Francis X., B.S.
(Columbia University)
Farrell, Vincent deP., B.S.
(Fordham University)
Fischer, John J., A.B.
(Fordham University)
Fitzgerald, John F., A.B.
(Fordham University)
Fogel, Clarence, A.B.
(College of the City of New York)
Ford, Howard G., A.B.
(College of the City of New York)
Fullam, William J., B.S.
(Fordham University)
Gaffney, James P., B.S. in Bus.
(Manhattan College)
Galvin, William A.
Gartland, John J., Jr., B.S.
(Georgetown University)
Gavin, Walter P., B.S.
(St. Peter's College)
Gentner, Henry A., B.S. in Econ.
(University of Pennsylvania)
Goodwin, Robert G., A.B.
(Wabash College)
Gorey, Stephen S., Jr., A.B.
(Fordham University)
Groppe, Leonard J., B.S.
(Fordham University)
Guilfoyle, George H., A.B.
(Georgetown University)
Halpern, Solomon S.
Halpin, Bernard J.
Hanson, William F., A.B.
(Fordham University)
Harris, James M., Jr., A.B.
(Davidson College)
Harris, Martin W.,
A.B. in Bus. Admn.
(State College of Washington)
Healy, William J., A.B.
(Fordham University)

Hillman, Jacob
Hily, John C.
Holtzman, Sydney, A.B.
(New York University)
Hope, William H., A.B.
(Columbia University)
Horan, John J., A.B.
(Fordham University)
Horwitz, George
Huntley, Robert A., A.B.
(Dartmouth College)
Ingellis, John F.,
B.S. in Bus. Admn.
(Fordham University)
Johnston, James R., A.B.
(Manhattan College)
Judd, Howard C., A.B.
(Princeton University)
Keating, William J., B.S.
(Fordham University)
Keleher, James J., A.B.
(Manhattan College)
Kelly, Herbert J., A.B.
(College of the Holy Cross)
Kennedy, John J., A.B.
(Fordham University)
Krueger, David E., B.S. in E.E.
(University of Illinois)
Kuster, Gino F., M.S.
(Columbia University)
Lane, Robert S., A.B.
(Colgate University)
Larkin, Francis J.
Lavin, Philip J., A.B.
(Fordham University)
Leyden, Thomas F. H.,
B.S. in Chem. Eng.
(University of Illinois)
Linehan, John P., A.B.
(Fordham University)
Linehan, Richard J., B.C.S. in B.A.
(New York University)
Loughman, Luke H., B.S.
(Fordham University)
Lynam, Dorothy E., B.B.A.
(College of the City of New York)
McElligot, John F., A.B.
(College of the Holy Cross)
McElroy, Arthur R., B.S.
(Fordham University)
McGailey, John L., A.B.
(Fordham University)
McGuire, Edward J.
McLaughlin, John J., A.B.
(Fordham University)
McMaster, William H., Jr., A.B.
(Mount Union College)
MacInnes, Charles R., Jr., A.B.
(Princeton University)
Madden, John T., A.B.
(St. Peter's College)
Madigan, Arthur R., B.S.
(Manhattan College)
Mahaffey, Thomas E.
Melaragno, Venera A.
Morgan, Dorothea G.
Moss, Louis M.
Munro, John J.
Murphy, Edward M., B.S.
(Fordham University)
Murray, John P., B.S.
(Fordham University)
Murtha, Matthew, J.
O'Hara, John E., B.S.
(Fordham University)
Pennington, Ralph I., A.B.
(Columbia University)
Peters, Francis C., B.S. in Bus.
(Fordham University)
Pettit, Louis L.
Phelan, John J., A.B.
(Fordham University)
Phillips, Robert H. S., A.B.
(Harvard University)
Richardson, Arthur W., Jr., A.B.
(Fordham University)
Richardson, Donald S., A.B.
(Dartmouth College)
Savage, John C.
Scaneo, Benjamin P., B.S.
(Fordham University)
Schoemer, John R., Jr., A.B.
(Hamilton College)
Scofield, Frederick L.
Scott, Ralph E., B.S. in Econ.
(University of Pennsylvania)
Shannon, James P., Jr., B.S.
(Fordham University)
Siegel, Morris J., A.B.
(Brooklyn College)
Sloane, Joseph A.
Snowden, Guerry
Stoeppler, Charles K.,
B.S. in Com. and Finance
(Bucknell University)
Stuek, William H., A.B.
(Amherst College)
Sullivan, James P., A.B.
(Fordham University)
Sullivan, James V., A.B.
(Fordham University)
Sullivan, William A., Jr., A.B.
(Fordham University)
Thoma, William L.
Todd, Kenneth I., A.B.
(Dartmouth College)
Wallace, George F.
Woodger, Walter J., Jr., A.B.
(Bowdoin College)
Woodward, Barbara H.
Zehnder, Joseph L., A.B.
(Gonzaga University)

SECOND YEAR—MORNING CLASS

Beales, Howard H.
Becker, Frederick W., A.B.
(Brooklyn College)
Bevans, Henry P., A.B.
(Mount St. Mary's College)
Booth, Alexander W., A.B.
(St. Peter's College)
Broderick, Sarah M.
Brooks, Robert J., A.B.
(Earlham College)
Burke, John F., B.S.
(Wagner Memoral Lutheran College)
Coughlin, Francis X. J., B.S.
(St. Peter's College)
Cummings, Audrey M., B.B.A.
(St. John's University)
Daiker, Bertram B.
Dermody, Vincent J., A.B.
(Fordham University)
Dillon, William J., A.B.
(Fordham University)
Doyle, Eugene J., A.B.
(Fordham University)
Ebert, Jerome
Edson, Lefferts P., A.B.
(Dartmouth College)
Finizio, Joseph V., B.S.
(St. Francis' College, Brooklyn)
Frank, Ruth M.
Giesen, William F., B.S.
(Fordham University)
Greco, Anthony F., A.B.
(Columbia University)
Groh, Robert T., A.B.
(Fordham University)
Heekin, Albert E., Jr., A.B.
(Cornell University)
Jockell, Frederick W., Jr.
Kaplow, Herbert J., B.S.
(College of the City of New York)
Kelly, David W.
Kelly, Eugene E.
Lahr, Fred C., A.B.
(Williams College)
Lapitino, Francis J., B.S.
(Fordham University)
Levenbron, Maurice K., A.B.
(Lafayette College)
Lomenzo, John P.
Lyons, Henry S.
McKiernan, John F. X., A.B.
(Fordham University)
McKinnon, Paul J.
McManus, Warren E., B.S.
(Fordham University)
McPhillips, Leontine K., A.B.
(Vassar College)
Mannetti, William A., A.B.
(Fordham University)
Merli, Edward W., A.B.
(Brooklyn College)
Meyerowitz, Melvin L.
Morris, William H., B.S.
(Fordham University)
Morrison, Joseph W., A.B.
(Fordham University)
Norris, Francis X., A.B.
(Fordham University)
Noto, Mario T.
Palatucci, Armand L.
Patten, Grant A.
Pernicone, Carmelo J., A.B.
(Fordham University)
Perry, John W.
Ragano, Arnold H.
Reiner, Andrew
Riccobono, Xavier C.
Santora, Robert J., B.S.
(Fordham University)
Scardino, Philip J.
Scharak, Joseph
Sciacchitano, Marc, A.B.
(Bucknell University)
Seaman, Herbert J.
Sheehan, Gerard J., A.B.
(Fordham University)
Simonson, Sidney O.
Springsted, Camille C., A.M.
(Columbia University)
Ticknor, Russell V., A.B.
(Brown University)
Trifari, Norma M., A.B.
(Adelphi College)
Truncali, Paul P., A.B.
(New York University)
Walsh, William A., Jr., A.B.
(University of Notre Dame)
Weiner, Louis, B.S.
(New York University)
Wilcovitz, Raymond L., A.B.
(Union College)
Wilson, John S., A.B.
(Fordham University)
Zitz, Dorothy R., A.B.
(Cornell University)

SECOND YEAR—AFTERNOON CLASS

Barry, John J.
Brenman, David
Burge, Jewell T., A.B.
(Lincoln University)
Burke, William J.
Caputo, Alexander J.
Caputo, Joseph DeP., A.B.
(New York University)
Carlino, Joseph F.
Cesario, Santo J.
Curley, Francis X., B.S.
(Fordham University)
D'Antoni, Edward D., A.B.
(Fordham University)
Eckelberry, Lucy C., B.S.
(Teachers College, Columbia University)
Francisco, Leon A.
Garvey, Francis B., A.B.
(College of the Holy Cross)
Giroux, Frank A., A.B.
(St. Thomas' College)
Hawkins, Joseph F.
Heller, Alvin H., A.B.
(College of the City of New York)
Higgins, Eugene J.
Hilly, Catherine C., A.B.
(College of New Rochelle)
Hunt, John J., B.S.
(Fordham University)
Izzo, Richard A., A.B.
(Fordham University)
Kelly, Gerald T., A.B.
(College of the Holy Cross)
King, Evelyn B.
Krug, George P., A.B.
(University of Notre Dame)
Kushner, Ervan F., B.S.
(Fordham University)
Lalanne, Richard D.
Lorzing, Robert A., A.B.
(University of Alabama)
McAvinue, John A., A.B.
(Fordham University)
Malone, Gerald G., B.S.
(Fordham University)
Martorana, Francis T., B.S.
(Fordham University)
Meade, Robert C., Ph.B.
(St. Michael's College)
Morris, Robert J., A.B.
(St. Peter's College)
Perna, John J., Jr., A.B.
(Fordham University)
Procaccino, Mario A., A.B.
(College of the City of New York)
Riciputi, Harold L.
Rosenheck, Joseph, M.D.
(Cornell University)
Stonebridge, Daniel L., A.B.
(Fordham University)
Thomas, George P., B.S. in B.A.
(New York University)
Thompson, Daniel M., B.S. in Ac.
(New York University)
Weissman, Jerome J., A.B.
(Cornell University)
Young, Marvin T.

SECOND YEAR—EVENING CLASS

Ahlgren, John A., B.L.
(Rutgers University)
Balletta, Attilio J., A.B.
(College of the City of New York)
Barry, James M.
Bauer, Charles A., A.B.
(Fordham University)
Behrens, Harry E.
Benjamin, Murray, B.S.
(New York University)
Berry, Alfred B., B.S. in E.E.
(Purdue University)
Betz, Richard
Bird, James W., Jr., B.S.
(Yale University)
Boettjer, Charles J., A.B.
(University of Michigan)
Breuel, Harold C.
Brown, Coley T., B.S.
(Princeton University)
Brown, Robert, B.S. in S.S.
(College of the City of New York)
Bulman, James C., B.S.
(Massachusetts State College)
Burke, Alton J., B.S.
(Fordham University)
Byrne, Alfred S.
Camperlengo, Anthony J., A.B.
(University of Notre Dame)
Castoro, Nicholas S., A.B.
(Fordham University)
Chillemi, Anthony J., B.S.
(Fordham University)
Clark, Charles H., A.B.
(University of Notre Dame)
Clark, Francis X., A.B.
(Columbia University)

Corey, Josephine M., A.B.
(St. Joseph's College for Women)
Crane, John P., B.B.A.
(Manhattan College)
Daly, Frederick F., A.B.
(Fordham University)
Davis, Harry F., A.B.
(Washington and Lee University)
Della Bovi, Charles J., A.B.
(Fordham University)
Devine, Richard J., A.B.
(Fordham University)
Diamant, Gerald, B.S.
(Cornell University)
Dolen, James W., Jr., A.B.
(College of the Holy Cross)
duBouchet, Andres J., Jr.
Dugan, John R., B.S.
(Yale University)
Earle, Edward F., A.B.
(Fordham University)
Estes, William E., A.B.
(Yale University)
Fain, Frank R.,
B.S. in Bus. Admn.
(Fordham University)
Flaherty, William T.
Flannery, Joseph J.
Gabel, Frederick D., A.B.
(Duke University)
Gent, Lawrence L., A.B.
(Duke University)
Gesell, William H., Jr., B.S.
(Yale University)
Golden, William P., A.B.
(Fordham University)
Greenberg, Albert, A.B.
(University of North Carolina)
Griffin, Paul F., A.B.
(Princeton University)
Gross, Lawrence J., B.S.
(Fordham University)
Harris, Edgar L., M.E.
(Stevens Institute of Technology)
Hayes, John F., A.B.
(Fordham University)
Hayes, John M.
Hickey, Charles F., B.S.
(Fordham University)
Hilbert, Thomas F., Jr., A.B.
(Fordham University)
Imundo, Charles A., B.S.
(College of the City of New York)
Johnson, Caswell P., A.B.
(Lincoln University)
Joyee, John J.
Keane, Joseph L., A.B.
(Columbia University)
Keefe, Thomas X., B.S.
(Manhattan College)
Kennedy, Joseph C., A.B.
(Princeton University)
Kiernan, Joseph D., B.S.
(Fordham University)
Kinstler, Donald J.
Korsmeyer, Richard B., B.S.
(Yale University)
Kupfrian, Wilbur J.,
B.S. in M.E.
(Newark College of Engineering)
Lanier, Albert G., A.B.
(Yale University)
Lapp, Charles E., Jr.
Larkin, James F., B.S.
(Fordham University)
Leibell, Vincent L., Jr., M.B.A.
(University of Pennsylvania)
Lester, John W., B.S. in B.A.
(University of Buffalo)
Lucey, Eileen M., A.B.
(Cornell University)
Lyttle, John W., B.S.
(Fordham University)
McCabe, Robert F., A.B.
(College of the Holy Cross)
MeElveney, Daniel J., A.B.
(Manhattan College)
McGinty, Jerome F., A.B.
(Fordham University)
McHugh, John B., B.S.
(Fordham University)
McKay, Lawrenee J., A.B.
(Fordham University)
McKenna, Franeis J., A.B.
(Fordham University)
McKenna, George G., A.B.
(Fordham University)
MeShane, Owen B., A.B.
(Fordham University)
Maechia, Joseph A.
Mangan, John J.
Mastrangelo, Joseph N.
Matturo, Dominick E., B.S.
(Fordham University)
Meagher, Joseph M., A.B.
(Fordham University)
Miller, Clinton F., B.S.
(Lehigh University)
Miller, Thomas J., B.S. in B.A.
(Fordham University)
Murphy, Patriek H., A.B.
(Fordham University)
Nitsch, Edward C.
Nolan, Frank J., B.S.
(Fordham University)
O'Brien, John G., A.B.
(Georgetown University)
O'Brien, Lawrenee J., A.B.
(Georgetown University)
O'Connell, Douglas B.

O'Connor, Daniel F., A.B.
(College of the Holy Cross)
O'Connor, Daniel J., A.B.
(Fordham University)
O'Connor, William P., Jr., A.B.
(Fordham University)
O'Gorman, Allan A. W.
O'Keefe, Arthur G., A.B.
(Fordham University)
O'Rourke, Bartholomew J.
Panettiere, James A., B.S.
(Fordham University)
Pernice, John E.
Pikulin, Milton
Pilcher, Campbell, B.S.
(U. S. Naval Academy)
Prediger, Roy A., B.S. in Econ.
(University of Pennsylvania)
Regan, Joseph A., A.B.
(St. Francis' College)
Reilly, Phillip G., A.B.
(Fordham University)
Renehan, Robert E.
Ridgway, Charles D., III
Robbins, Allyn W., Ph.B.
(Brown University)
Robinson, Horace, B.B., A.B.
(Harvard University)
Robinson, Paul F., A.B.
(Williams College)
Rohde, Thomas J., B.B.A.
(St. John's University)
Rubino, Carl J., B.S.
(Fordham University)
Rudershausen, Charles T., Jr., A.B.
(Fordham University)
Scannell, Daniel T., B.S.
(Fordham University)
Scott, Cecil E., M.S.
(University of Iowa)
Scott, Dwight H.
Sheils, James H., A.B.
(University of Notre Dame)
Simpson, William F., B.S. in E.E.
(Carnegie Institute of Technology)
Soladuchin, Alexander, B.B.A.
(College of the City of New York)
Sullivan, Arthur J.
Sullivan, Daniel L., Jr.
Sundean, Roger E., B.S.
(Dartmouth College)
Tague, Joseph P., A.B.
(Fordham University)
Vaida, Emil, A.B.
(University of Alabama)
Wallace, Robert A., A.B.
(Dartmouth College)
Young, Wilford R., M.S.
(Columbia University)

FIRST YEAR—MORNING CLASS

Averhoff, Claudio D.
Baltz, Joseph M., Jr., B.S.
(Fordham University)
Bleakley, James R.
Boxer, Sidney
Brady, Bernard J.
Breslin, Joseph F. X., Jr.
Bruno, Charles S., B.S. in Ed.
(Villanova College)
Burrell, Leo D., A.B.
(Drew University)
Campbell, Douglas H., Jr.
Cappozzola, Carmine J., A.B.
(Manhattan College)
Cappetta, Salvatore V., B.S.
(Columbia University)
Cardany, Robert R., A.B.
(Cornell University)
Carolla, Albert A., A.B.
(Niagara University)
Condon, David F., Jr., A.B.
(Brown University)
Coogan, William H., A.B.
(Fordham University)
Corcoran, Grace E., A.B.
(College of St. Rose)
Corrigan, Richard D.
Crea, Anthony C.
Crofton, Henry F., A.B.
(Fordham University)
Curran, Gerard V., A.B.
(Manhattan College)
Curreri, Joseph, B.S.
(Fordham University)
Dalton, Joseph A., B. S.
(Fordham University)
DiBattista, Bernard L., B.S.
(Fordham University)
Dobbins, James F., A.B.
(College of the Holy Cross)
Dodd, George V., A.B.
(St. John's University)
Donovan, John T., A.B.
(University of Notre Dame)
Feingold, Julius A., B.S.
(Fordham University)
Feldman, Irving L., A.B.
(University of Mississippi)
Ferrara, Vincent, B.S.
(Fordham University)
Festa, E. Albert, A.B.
(St. Bonaventure's College)

Fieramosca, Aristide E., A.B.
(Wagner Memorial Lutheran College)
Ford, Gerald F., B.B.A.
(Manhattan College)
Foscato, Robert R., A.B.
(Manhattan College)
Giannetti, Anthony P., A.B.
(College of the Holy Cross)
Glaser, Claude E., Jr.
Goldenberg, Fred,
B.S. School of Business
(Miss. State College)
Griffo, Dominic V., B.S. in S.S.
(College of the City of New York)
Guffanti, Bruno A., A.B.
(Fordham University)
Henry, Edward W., B.S.
(New York University)
Herzog, Rev. Peter J., S.J., Ph.D.
(Gregorian University)
Hyland, Robert J., Jr., A.B.
(Fordham University)
Isseks, Abraham, A.B.
(Syracuse University)
Kaplan, Harold
Kerner, Marvin I.
Kipnis, Irving, A.B.
(Brooklyn College)
Kovacs, Elsie
Kussel, Edward F.
LaBue, Anthony C.
LaSala, Angelo S., A.B.
(Wesleyan University)
Loewenthal, Miriam B., A.B.
(Hunter College)
McAnaney, Joseph E., B.S.
(Manhattan College)
McAuliffe, Charles H., A.B.
(Fordham University)
McCarthy, Harry X.
McDermott, Francis X., A.B.
(Fordham University)
McDermott, James J., A.B.
(College of the Holy Cross)
McGovern, James F.
Manning, Harold J., A.B.
(Fordham University)
Moore, William F., A.B.
(Fordham University)
Motzkin, Morris, A.B.
(University of Wisconsin)
Mumford, Thomas D., A.B.
(Harvard University)
Murdock, James R., A.B.
(Dartmouth College)
Murtha, Gilbert J., Jr., A.B.
(College of the Holy Cross)
Nevins, William F., A.B.
(Fordham University)
O'Brien, Donald J., A.B.
(St. Francis' College)
O'Brien, James T.
O'Mara, Raymond J., Ph.B.
(Providence College)
Ormsby, James A., A.B.
(Fordham University)
Ott, Lawrence L.
Panebianco, Dominick J., B.S.
(Fordham University)
Phillips, Leonard L., A.B.
(College of William and Mary)
Raby, Harold J., A.B.
(Amherst College)
Reina, Frank C.
Roveto, William V., A.B.
(Columbia University)
Roy, Robert S. D., A.B.
(Columbia University)
Ryder, Henry P.
Saccoman, Thomas F.
Schwiers, Rose M., A.B.
(Wellesley College)
Sclafani, Enofio E.
Sinnott, Joseph M., A.B.
(Georgetown University)
Smith, William J., B.S. in S.S.
(St. John's College)
Spata, John J.
Stegun, Michael J., A.B.
(Fordham University)
Swanwick, Leo V., B.S.
(Fordham University)
Tallini, Concetta E., A.B.
(Brooklyn College)
Tierney, James E., A.B.
(Fordham University)
Tumulty, Joseph W., A.B.
(Columbia University)
Tuttle, James C.
Weiler, George A., A.B.
(Yale University)
Weinstein, Alfred B.
Zasa, Rocco D., A.B.
(Wagner Memorial Lutheran College)
Zerilli, Joseph J., A.B.
(Fordham University)

FIRST YEAR—AFTERNOON CLASS

Alvaranza, Anthony J., A.B.
(College of the City of New York)
Baker, Hastings W., Jr.
Barker, John W.
Benjamin, Seward I., B.S.
(University of Georgia)

Bloom, Leon B.
Brown, Lawrence V., A.B.
(Princeton University)
Cangialosi, Cæsar F., B.S.
(Fordham University)
Caprise, Frank E., Jr., Ph.B.
(College of the Holy Cross)
Clark, William P., A.B.
(Hamilton College)
Condon, Joseph F., A.B.
(Fordham University)
D'Alessandro, Joseph L., B.S.
(Fordham University)
Daly, William J., Jr., A.B.
(Fordham University)
D'Angelo, Renato R., A.M.
(Columbia University)
Datzek, William J., A.B.
(Fordham University)
Dietz, Jacob T.
Donovan, Raymond S., B.S.
(Fordham University)
Egan, Edward J., A.B.
(Fordham University)
Foley, Thomas J., B.S.
(Fordham University)
Fowler, Stanley C., Jr.
Gemson, Robert B.
Grossi, Virginia T.
Jaquinto, Francis S., A.B.
(Fordham University)
Kavowitz, Leon I., A.B.
(Syracuse University)
Kelly, Joseph R., A.B.
(Fordham University)
Kidney, David A., A.B.
(Georgetown University)
Lake, James B., Jr.
(Graduate of U. S. Naval Academy)
Lauria, Albert J.
Licato, Alfred deF., A.B.
(Brown University)
Licht, Bernard R.
Lustbader, Albert, A.B.
(Washington and Lee University)
Lynch, Richard C., A.B.
(Manhattan College)
McKenney, Warren P., A.B.
(Brown University)
McKneally, Martin B., A.B.
(College of the Holy Cross)
Mannella, Joseph C.
Marra, John P., B.S.
(Fordham University)
Mastrolia, Anthony C., A.B.
(Fordham University)
Mayer, Belle
Meyer, Ivan, J.D.
(University of Freiburg)
Moldowsky, Bernard, B.S. in S.S.
(College of the City of New York)
Morrissey, Thomas L., A.B.
(Rutgers University)
Mullery, John J., A.B.
(Manhattan College)
Nesi, Charles A., A.B.
(Lafayette College)
O'Connell, Richard T., B.B.A.
(Manhattan College)
O'Hara, William J., A.B.
(Fordham University)
O'Leary, Stephen W.
Page, Henry B., A.B.
(University of Wisconsin)
Ralcigh, Edward J.
Read, Alton W., A.B.
(Lafayette College)
Roche, Edward P., A.B.
(Fordham University)
Ryan, Joseph J.
Schilling, Joseph L., B.S.
(Fordham University)
Suess, William F., B.S.
(St. Peter's College)
Sutton, Stanford H.
Swain, Charles A.
Tisi, Patrick J., A.B.
(Alfred University)
Yacolucci, Dominie J., B.S.
(Fordham University)

FIRST YEAR—EVENING CLASS

Andresen, Richard M., A.B.
(Rutgers University)
Andrews, Philip G., Ph.B.
(University of Vermont)
Auschman, Samuel
Baird, Wilton L.
Banville, John K.
Best, John K., A.B.
(Princeton University)
Bodine, Edmund J., A.B.
(Georgetown University)
Boggia, George B.
Boland, James H.
Booth, Thomas W., B.S. in Econ.
(University of Pennsylvania)
Bradley, Edward F.
Brown, Robert C., A.B.
(University of California at Los Angeles)
Bruccoli, Matthew J., A.B.
(University of Notre Dame)

Calhoun, Lawton M., A.B.
(Washington and Lee University)
Callahan, Joseph T. P., Ph.D.
(Fordham University)
Callahan, William J., B.S.
(Fordham University)
Chadwick, Cecil G.,
B. S. in Met. Eng.
(Penn State University)
Clark, Sedgwick A., Jr., A.B.
(Wesleyan College)
Cole, George R. L., Jr.
Concannon, John P. J., A.B.
(Fordham University)
Connelly, James E., Jr.
Connelly, John R.
Connolly, John T.
Copleston, James W., B.S.
(Fordham University)
Costabile, Thomas R.
Costigliolo, Ubaldo L.
Cowell, Thaddeus G., Jr., A.B.
(Union College)
Coyle, Dorothy J., A.M.
(Columbia University)
Cunningham, John J., A.B.
(Georgetown University)
Curtin, Talbot, A.B.
(Princeton University)
Cusack, Howard C., A.B.
(University of Notre Dame)
Daland, David C., B.S.
(Middlebury College)
Danahar, Matthew L., A.B.
(Fordham University)
Delfini, Elviro O.
DelGenio, Nicholas L., B.S.
(Fordham University)
Dobson, John G., M.E.
(Cornell University)
Dodd, Thomas F.
Donegan, Dorothy R., M. S.
(Columbia University)
Donohue, Hugh, BS.
(Fordham University)
Donohue, John J., A.B.
(Manhattan College)
Doyle, Edward H., B.S.
(Fordham University)
Duetsch, John E.
Dugan, Edward F., A.B.
(St. Francis' College)
Eskola, Chauncey A.
Fairfax, Lawrence W., A.B.
(Williams College)
Farley, William T., A.B.
(Fordham University)
Finneson, Herbert A.
Fischer, William F., A.B.
(Fordham University)
FitzGerald, Edward W.,
B.S. in S.S.
(College of the City of New York)
Flood, Thomas J.
Forney, George D., A.B.
(Williams College)
Franchini, Eleanor B., A.B.
(New Jersey College for Women)
Gaffney, Charles H., A.B.
(Fordham University)
Gallagher, Thomas R., B.S.
(Dickinson College)
Gamberton, James H., M.E.
(Stevens Institute of Technology)
Geller, Harold
Gentile, Patrick A., A.B.
(Manhattan College)
Gerity, John F.
Gleason, John F.
Grady, James J., A.B.
(Fordham University)
Greegan, Louisa A., A.B.
(Hunter College)
Hally, Frank J., B.S. in S.S.
(St. John's University)
Hammer, Lawrence L.
Hart, Joseph W., A.B.
(St. Francis' College)
Hartley, William H.
Hasslinger, John B., A.B.
(College of the Holy Cross)
Hefler, Richard J., A.B.
(Dartmouth College)
Hildun, Frederick W., M.E.
(Cornell University)
Hinde, John D., B.S.
(New York University)
Hohmann, Arthur R., B.B.A.
(Manhattan College)
Hohmann, John F.,
B.S. in Chem. Eng.
(Georgia School of Technology)
Holden, Randal, B.S.
(Hartwick College)
Horwitz, Norman
Huttenbrauck, Daniel R., B.S.
(Fordham University)
Jelin, Martin J., A.B.
(Rutgers University)
Junge, William E., M.E.
(Stevens Institute of Technology)
Kane, John J.
Keegan, James M., A.B.
(Fordham University)
Kelly, Thomas W.
Kilcommons, Michael J.
Kingston, Eugene F., A.B.
(Fordham University)
Kleikamp, Herman G.

Knowles, Donald D., B.S.
(Fordham University)
Lawless, John M., B.S.
(New Yark University)
Lawton, Frederick C., A.B.
(Harvard University)
Leins, Ernest, Jr., B.S. in B.A.
(New York University)
Leszczynski, Emil C., A.B.
(Canisius College)
Lowenheim, Arnold J., A.B.
(Yale University)
Logier, Richard T.
LoPresti, John P., A.B.
(New Yark University)
Lucas, Arthur W., B.S. in Econ.
(University of Pennsylvania)
Lynahan, John K., A.B.
(Princeton University)
Lynch, Cornelius S.
Lynn, Robert P., A.B.
(St. Thamas' College)
McAleer, Joseph T.
McArdle, John J.
McCallion, Harry J., B.S. in S.S.
(College of the City of New York)
McCrystal, James T., A.B.
(Fordham University)
McGovern, James L.
McGrath, Vincent J., A.B.
(Fordham University)
McInerny, Gilbert S., B.S.
(Manhattan College)
McNamara, John J., Jr., A.B.
(Fardham University)
McNiff, Francis J., B.S.
(Tufts College)
Macchia, John J.
Macdonald, William P., A.B.
(Princeton University)
Marr, Georgc E.
Martin, James P., A.B.
(Fordham University)
Mayell, Albert J., A.B.
(Villanava College)
Meyer, Harry L.
Mitchell, David A., B.S. in Econ.
(University of Pennsylvania)
Moore, Earl C., B.S.
(University af Chattanooga)
Morris, Patricia, A.B.
(Callege of New Rochelle)
Morrison, Henderson W., Jr.
Muller, George W.
Muller, William G., A.B.
(Dartmouth College)
Mumma, Harries A., Jr.
B. of E. in Chem. Eng.
(Yale University)
Munter, Sonya A., B.S. in S.S.
(St. John's University)
Murphy, Gerald F., A.B.
(Georgetown University)
Murphy, Walter J., A.B.
(Harvard University)
Murray, Frank J., A.B.
(Baston College)
Murray, Matthew J., A.B.
(St. Joseph's Seminary and College)
Nally, James P., A.B.
(Fordham University)
Oakley, Clifford A., B.S.
(Middlebury Callege)
O'Connell, John D.
O'Donnell, William J.
Pasqua, Thomas F., B.S.
(Fordham University)
Phillips, Thomas E., A.B.
(Rutgers University)
Picone, Louis A.
Pisapia, Peter P., B.S. in Econ.
(University of Pennsylvania)
Pollack, Melvin, B.S.
(College of the City af New York)
Poole, Francis X., B.S.
(Fordham University)
Quattrochi, Joseph A., B.S.
(New York University)
Raggi, Albert E.
Reilly, Lawrence J., B.S.
(Fordham University)
Reimherr, Otto, B.S. in S.S.
(College of the City of New York)
Reist, Jay R., A.B.
(Princetan University)
Robinson, Richard R., B.S.
(College of the City af New York)
Rones, Louis, M.B.A.
(College of the City af New York)
Rosenzweig, Eugene, A.B.
(Brooklyn Callege)
Rourke, Francis M., A.B.
(Fordham University)
Schatz, Joseph, Jr., B.S.
(Fordham University)
Shea, Timothy D.
Silberman, Herbert M., B.S.
(New York University)
Smart, Archie MacP.
Smith, Irwin J.
Smith, Mark T.
Sperl, Francis X.
Stein, Leonard I., B.S. in S.S.
(College of the City of New York)
Stephenson, Robert C.,
B.S. in Econ.
(University of Pennsylvania)
Sykes, Allen T.
Taylor, Benjamin I., Jr., A.B.
(Yale University)
Tolnitch, John E., B.S.
(Manhattan College)

Tracey, Vincent J., B.S.
(St. Peter's College)
Trojan, Charles E. W., B.S.
(New York University)
Turner, Richard W., A.B.
(Harvard University)
Vangeli, Arthur L., A.B.
(Allegheny College)
Vecchiotti, Ettore J.
Venter, Julian DeF., B.S.
(Yale University)
Vitzian, George, Jr., B.S.
(Fordham University)
Walker, Terrell H., Jr., B.S. in Econ.
(University of Pennsylvania)
Warburton, William G., A.B.
(Syracuse University)
Watson, Walter J., Ph.B.
(Yale University)
Weiss, Ernest G., B.B.A.
(College of the City of New York)
Welsh, William H., A.B.
(University of Pennsylvania)
Whelan, Frank J., B.S.
(Fordham University)
Wiesendanger, John U., C.E.
(Cornell University)
Willard, Harry L., B.S. in Chem. Eng.
(University of Illinois)
Winterhalter, Gertrude G.
Wirth, Joseph F., B.S.
(School of Business, Columbia University)
Wolf, Louis A., A.B.
(Fordham University)

STUDENTS PURSUING SPECIALLY ONE OR MORE COURSES

Candee, Morton
Cox, W. Bingham
DeMuro, Paul G.
Edel, Howard B.
Ramsey, John H.
Rose, Ovid
Small, Stanton E.
Newman, Benjamin
Powell, George L.
Quinn, Thomas A.

BULLETIN OF
FORDHAM UNIVERSITY

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THE COLLEGE
OF
PHARMACY

ANNOUNCEMENT, 1938-1939

Volume XXXI — June 1938

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FORDHAM UNIVERSITY
NEW YORK

Published for FORDHAM UNIVERSITY
by FORDHAM UNIVERSITY PRESS,
East Fordham Road, New York, N. Y.

PHR — 01 — 86 — fhss

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Fordham University College of Pharmacy

OFFICERS OF THE FACULTY

Reverend Robert I. Gannon, S.J. ..... *President*
Reverend Charles J. Deane, S.J. ... *Vice-President and Regent*
Reverend Joseph T. Keating, S.J. ..... *Treasurer*
James H. Kidder, A.B., M.D. ..... *Dean*
Christopher M. Waldorf, A.B. ..... *Bursar*
Miss Marion J. James ..... *Registrar*
Raymond F. X. James ..... *Recorder*

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William J. Bonisteel, B.S., M.A.
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Otto F. A. Canis, Phar.D.
Professor of Pharmacy and Economics
Peter J. Conroy, Ph.G., M.S., Ph.D. .... *Professor of Chemistry*
Hieronimus A. Herold, Ph.G.
Emeritus Professor of Jurisprudence
William T. McNiff, A.B., M.A.
Professor of Physics and Mathematics
John F. Mahoney, B.S., C.P.A.
Assistant Professor of Economics
Ross J. Marano, B.S. in Phar., B.S.
Instructor in Materia Medica and Pharmacology
William H. Norton, Ph.C., B.S. ..... *Instructor in Chemistry*
Leonard J. Piccoli, B.S. in Phar., M.S., Ph.D., M.P.H.
Professor of Materia Medica, Pharmacology and Physiology
Reverend William X. Quilty, S.J. ..... *Professor of Ethics*
Albert J. Sica, B.S. in Phar. ..... *Assistant Instructor*
Alfred J. White, Ph.G., B.S., M.A.
Assistant Professor of Pharmacy and Latin

STANDING COMMITTEES OF THE FACULTY

The President of the University, the Regent of the College of Pharmacy and the Dean are *ex-officio* members of all committees.

Committee on Admission

The President of the University
The Regent of the College of Pharmacy
The Dean

Committee on Curriculum

Rev. Charles J. Deane, S.J., *Regent*
James H. Kidder, *Dean*
Otto F. A. Canis

Committee on Examinations

William J. Bonisteel
Otto F. A. Canis
Peter J. Conroy
Leonard J. Piccoli
William T. McNiff

Committee on Student Activities

Otto F. A. Canis
William T. McNiff
William H. Norton

Committee on Library

William J. Bonisteel
Leonard J. Piccoli
Marion J. James

Calendar for 1938

JANUARY

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Calendar for 1939

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NOVEMBER

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DECEMBER

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Calendar

1938

September	8,	Thursday:	Condition Examinations, 10 a. m.
September	19,	Monday:	Opening of School for First Year Students, 9 a. m.
September	20,	Tuesday:	Opening of School for Second Year Students, 9 a. m.
September	21,	Wednesday:	Opening of School for Third Year Students, 9 a. m.
September	22,	Thursday:	Opening of School for Fourth Year and Special Students.
October	12,	Wednesday:	Columbus Day.
November	8,	Tuesday:	Election Day.
November	11,	Friday:	Armistice Day.
November	18,	Friday:	End of the First Quarter. Closing of Marks.
November	23,	Wednesday:	Thanksgiving Recess begins, 1 p. m.
November	28,	Monday:	Thanksgiving Recess ends. Classes resumed, 9 a. m.
December	21,	Wednesday:	Christmas Recess begins, 1 p. m.

1939

January	2,	Monday:	Christmas Recess ends. Classes resumed, 9 a. m.
January	20,	Friday:	End of the Second Quarter.
January	23,	Monday:	Final Examinations begin for the First Semester.
February	1,	Wednesday:	Second Semester begins.
February	13,	Monday:	Lincoln's Birthday celebrated.
February	22,	Wednesday:	Washington's Birthday.
March	24,	Friday:	End of the Third Quarter. Closing of Marks.
April	5,	Wednesday:	Easter Recess begins, 1 p. m.
April	12,	Wednesday:	Easter Recess ends. Classes resumed, 9 a. m.
May	13,	Saturday:	Rector's Day.
May	19,	Friday:	End of the Fourth Quarter.
May	22,	Monday:	Final Examinations begin for the Second Semester.
May	30,	Tuesday:	Decoration Day.
June	14,	Wednesday:	Commencement.

Fordham University

FORDHAM UNIVERSITY, New York, began as St. John's College. It was founded by Archbishop Hughes upon the old Rose Hill Farm at Fordham, and formally opened on St. John the Baptist's Day, June 24, 1841. On April 10, 1846, an act of incorporation was passed by the New York Legislature, granting the College the power to "confer such literary honors, degrees or diplomas as are usually granted by any university, college or seminary of learning in the United States."

For the first five years of its existence the College was conducted by the diocesan clergy of New York, but in June, 1846, the property was purchased by the Fathers of the Society of Jesus. Since then the institution has been under the direction of the Jesuits.

On June 21, 1904, with the consent of the Regents of the University of the State of New York, the Board of Trustees authorized the opening of the Schools of Law and Medicine. The first classes in both of these departments were begun in the fall of 1905.

In 1911, the College of Pharmacy was opened, and in 1916 the Graduate School, Teachers College and the School of Social Service. The Medical School was discontinued in 1921. The latest departments are the Summer School, the Manhattan Division of Fordham College and the School of Business Administration.

Fordham College, Bronx, the College of Pharmacy, the Graduate School, and the Summer School are at Fordham Road, Bronx, New York City; all the other departments and some courses of the Graduate School are in the Woolworth Building, 233 Broadway, New York City.

General Information

The twenty-seventh annual session of the College of Pharmacy will begin on Monday, September 19, 1938.

Location of the College of Pharmacy

The College of Pharmacy is located on the University grounds at Bathgate Avenue and Fordham Road in the northern extremity of greater New York City on the lines of the New York Central Railroad, about nine miles from the Grand Central Station, and in direct communication with all parts of greater New York by elevated and subway lines, having the Fordham University Station of the Interborough Rapid Transit at the gate.

Application for Admission

Each candidate for admission is required to apply in person at the Office of the Registrar and there file a registration blank giving such information as may be required for the College of Pharmacy records, together with a statement of the course he is authorized to pursue. He is also required to present a detailed record of his high school work, together with his approval for a pharmacy student qualifying certificate and he must secure an apprentice certificate. To complete his registration the student shall pay the required fee. Each student whose registration has been completed will be considered a student of the College of Pharmacy during the period for which such registration is held valid. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Fordham University or of any other institution, without the consent of the Regent or Dean.

New York State Qualifying Certificate

To be entitled to a pharmacy student qualifying certificate, the applicant must be at least 16 years of age, and must have been graduated from an accredited four-year high school course

approved for this purpose or the equivalent as determined by the Commissioner of Education.

Correspondence regarding this preliminary education requirement and particularly regarding the equivalent should be addressed to the Supervisor of Qualifying Certificates, State Education Department, Albany, N. Y., unless the applicant has begun or completed his pharmacy study, in which case it should be addressed to the Chief of the Professional Examinations Bureau, State Education Department, Albany, N. Y.

No preliminary record will be considered complete unless the applicant has met in full the English requirement. If he has completed a course of study in the United States undoubtedly his record will include four years of English. If, on the other hand, he is asking for credit upon credentials from countries where English is not the language of the people, he must pass a Regents examination in English or present evidence of the completion of a course in English that the Department can accept as the equivalent. This preliminary education requirement shall be met in full before the applicant begins his professional course of study in pharmacy. The applicant must file with the pharmacy school before matriculation notification from the Department that he is entitled to the pharmacy student qualifying certificate.

When a student is entitled to a pharmacy student qualifying certificate he shall receive, from the State Department of Education, Albany, N. Y., a blank known as "Form C-D," which blank must be filed with the Registrar of the College of Pharmacy.

APPRENTICE CERTIFICATE

When a student obtains a position in a pharmacy or a drug-store he should apply for an Apprentice Certificate.

Those who have had no previous experience in a pharmacy or drug-store before entering the College of Pharmacy may make application for an apprentice certificate through the school during the first week of the course. Blank forms for making application for apprentice license may be obtained either from the Registrar or from the Board of Pharmacy, Albany, N. Y.

RESIDENCE

Students of the College of Pharmacy are accommodated in the dormitories on the Campus, when such facilities are available. List of reputable boarding houses may be consulted in the Office of the Registrar.

ATTENDANCE

Students are required to be in attendance at the beginning of the course, in order to obtain full benefit from the lectures and laboratory work. No student will be admitted later than two weeks after the beginning of the course and must, in each individual subject, be present at least 90% of all the classes in that subject.

The Faculty of the College of Pharmacy reserves the right to terminate the connection of any student with the institution at any time on the ground of mental or moral unfitness for the pharmaceutical profession, or improper conduct while connected with the college.

RECORDS

Transcripts of records are not given to students. It is requested that students send name and address of school they intend to enter and transcript will be mailed to authorities, upon receipt of required fee.

WITHDRAWAL

Honorable dismissal will always be granted to any student in good standing who may desire to withdraw from the College, but no student will be entitled to dismissal without the consent of his parent or guardian submitted in writing to the Dean. Students withdrawing are required to notify the Registrar. Applications for the return of fees must be made in writing at the time of withdrawal.

STUDENT EMPLOYMENT

It is desirable that the students in the College of Pharmacy should be occupied in practical pharmaceutical work during the time when they have no sessions in the College. With that end in view, we have established an employment bureau to secure for our Pharmacy students positions in retail pharmacies. Bronx and Westchester Counties offer ample opportunities for this purpose, and we have also been able in the past few years to place many of our students in desirable positions in pharmacies in New York County (Borough of Manhattan) and in Kings County (Borough of Brooklyn). In this connection we want to assure prospective employers that their applications for assistants will receive prompt and very careful attention.

INFORMATION

For information by mail, address the Registrar of the College of Pharmacy, Fordham University, Fordham Road, New York City.

The New York Botanical Gardens, immediately adjoining the grounds of Fordham University, give the best facilities in the State for extensive study of plant life.

The rules and regulations stated in this Announcement and those posted on the Bulletin Boards, signed by the Regent, Dean or Registrar, will govern all students of this College of Pharmacy until a new Announcement is issued.

Courses Offered and Degrees Conferred

"Bachelor of Science in Pharmacy" (B.S. in Phar.)

This is a four-year course and leads to the degree of "Bachelor of Science in Pharmacy," and qualifies a graduate to meet the examination for licensed pharmacist in New York State and for advanced technical and scientific work.

For a limited time, a special course for men, leading to the Bachelor of Science in Pharmacy degree will be offered to students who are graduates of a recognized three-year Graduate in Pharmacy course.

Courses leading to Graduate degrees will not be offered during session 1938-1939.

Requirements for Admission

"BACHELOR OF SCIENCE IN PHARMACY"

Candidates for admission to the "Bachelor of Science in Pharmacy" Course must present evidence of their graduation, with diploma, from a four-year high school course in a school recognized by the New York State Regents (*Cf.* p. 9 "New York State Qualifying Certificate"). They must also submit a de-

tailed record of their high school work together with certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received less than 75% in their last year of high school. Students must also furnish certificates of good moral character and of honorable withdrawal from the school they last attended.

EXPENSES

Registration fee, payable only once	$ 5.00
Tuition, B.S. in Pharmacy course, per year	350.00
Laboratory fee, Pharmacy, Physics, Inorganic Chemistry, Quantitative Chemistry, Physiological Chemistry, Botany, Pharmacognosy, Bacteriology, each, per year	20.00
Laboratory fee, Zoology, Qualitative Chemistry, and Organic Chemistry, each	25.00
Tuition, Special Courses, per point	7.50
Breakage Deposit (returnable)	15.00
Graduation fee	15.00
Re-examination, each subject	5.00
Transcripts of records	2.00

From the breakage deposit will be deducted pro rata cost of unnecessary damage or loss in the building, equipment, library and on the premises in general, which cannot be collected from individuals responsible for it. The amount remaining will be refunded at the end of the year when the keys and other college property have been returned in good condition.

PAYMENT OF FEES

The registration fee must be paid at the time of registration and is not returnable. The other fees are payable as follows:

Plan I

One-half of fees to be paid in September and one-half in January, following.

Plan II

One-quarter of fees to be paid as follows: September, November, February and April. Dates and amounts due will be posted during year.

A student who fails to meet any payment will be liable to be debarred from attendance.

None of the fees are returnable except at the discretion of the Treasurer of the University, and no rebate will be made until all of the property in the student's possession belonging to the College has been returned in good order.

PROMOTIONS

Advancement from one class to the next requires that the student successfully pass examinations in each subject taught, with an average of not less than 75%.

No promotions are made unless the work of the preceding semester is completely and satisfactorily fulfilled.

A student failing to attain the required percentage in the examinations in not more than ONE MAJOR and TWO MINOR subjects may be permitted, by the Committee on Examinations, to take one re-examination in these subjects. If, at such re-examination, he shall be found deficient in any subject, he must repeat the work in that subject.

A student failing in more than ONE MAJOR and TWO MINOR subjects must repeat the entire work of that year.

A subject of more than 2 hours a week is considered a major.

A student may repeat a year or a subject only once during his course.

REQUIREMENTS FOR GRADUATION

All degrees are conferred by the University upon recommendation of the Faculty. Such recommendation is made upon evidence that the student is of good moral character, has complied with all requirements for graduation and has met all financial obligations.

A student must complete the entire course for which he has registered before any degree will be conferred.

ADMISSION TO THE PRACTICE OF PHARMACY

Authorities: *Education Law, Rules of the Board of Regents and Regulations of the Commissioner of Education.*

GENERAL

To gain admission to the practice of pharmacy the applicant must first present satisfactory evidence that he has met the re-

quirement in preliminary and professional education. He must then pass the licensing examinaton.

PROFESSIONAL EDUCATION AND EXPERIENCE

To fulfill the professional education requirement the applicant must present evidence of having completed—

A course of study in pharmacology as outlined in the syllabus for a period of not less than four school years in a registered school of pharmacy and of having received the degree of bachelor of science in pharmacy (B.S. in Phar.).

Subsequent to June 1, 1941, the four-year course of study only will be acceptable.

The course of study in a pharmacy school will not be approved if conditions in more than two subjects are allowed students for promotion from one year's class to the next. The work credited to a student in one pharmacy school shall not be accepted if at the time he was transferred the student had more than two conditions. Transfers from one school to another may be made only at the end of a school year.

To fulfill the requirement in professional experience the applicant must present satisfactory evidence of four years' pharmacal experience in a registered pharmacy, one year of which shall have been in the United States, under the personal supervision of a pharmacist and within five years of the date of application.

The actual time spent in a registered pharmacy school may be applied toward the four years' experience required by statute. A minimum of 50 hours' experience a week is required. Half time, or 25 hours a week, will be credited a student employed in a registered pharmacy while attending a school other than a school of pharmacy. Less than 25 hours a week may receive proportionate credit.

LICENSING EXAMINATIONS

Examinations for licenses to practice pharmacy are held three times a year at Albany, Buffalo and New York on the following dates:

1938	*1939*	*1940*
Jan. 24-27	Jan. 24-27	Jan. 29-Feb. 1
June 27-30	June 26-29	June 24-27
Sept. 19-22	Sept. 18-21	Sept. 23-26

Application for admission to the examination must be filed with the Professional Examinations Bureau of the State Education Department not less than 15 days and all evidence of pharmacal experience not less than 30 days before the examination. Each application must be accompanied by the fee of $10 and be verified by oath. It must show in a manner satisfactory to the Department that the applicant—

(1) Is more than 21 years of age and of good moral character,

(2) Is a citizen of the United States or has formally declared his intention of becoming such citizen,

(3) Has completed the preliminary education requirement above described,

(4) Has completed the requirement in professional education and experience as above described.

A graduate of a registered school of pharmacy, who has not had the four years' practical experience or who is not 21 years of age, may be admitted to the examination in theoretical subjects only. Thereafter, upon the submission of evidence satisfactory to the Department of the completion of the four years' experience and evidence that such applicant is over 21 years of age, he may be admitted to the examination in practical pharmacy upon payment of an additional fee of $10.

The daily program of the examination will be as follows:

Monday

Morning	Afternoon
9.15-12.15	1.15-4.15
Materia medica and botany	Chemistry

Tuesday

Morning	Afternoon
9.00-12.15	1.15-5.15
Practical pharmacy	Practical pharmacy (continued)

Wednesday

Morning	Afternoon
9.15-12.15	1.15-4.15
Economics and pharmacal jurisprudence	Toxicology and posology

Thursday

Morning	Afternoon
9.15-12.15	1.15-4.15
Theoretical pharmacy	Pharmacal Latin and mathematics

The passing mark in each subject shall be 75 per cent.

Any candidate who takes the complete written examination and fails in not more than one subject need not be re-examined in the other subjects. He shall be considered as conditioned in that one subject and may remove this condition at any subsequent examination without additional fee. In case he fails in more than one subject he shall be re-examined in all subjects. Not more than two complete examinations shall be taken on one fee. An applicant who secures a rating of at least 75 per cent. in practical pharmacy need not be re-examined in that subject except for cause.

PRIZES*

1. Bronx County Pharmaceutical Association Prize:

The Bronx County Pharmaceutical Association has established a prize, consisting of a gold medal, to be awarded by the Dean in the name of the Association to the student in the College of Pharmacy attaining the best average in the subject of "Pharmacy" during his three years' course.

2. Westchester County Pharmaceutical Association Prize:

The Westchester County Pharmaceutical Association has established a prize, consisting of a gold medal, to be awarded to the student obtaining the best average in the subject of "Operative Pharmacy" during his three years' course.

3. The Alumni Memorial Medal:

The Alumni Association of the College of Pharmacy has established a fund for the purpose of awarding a medal to commemorate the splendid work done by the late Professors George Hohmann, and Gustav Horstmann, and it is awarded to the student who has done the most in furthering the interests of his class while at Fordham.

* All awards are made upon recommendation of the Faculty.

4. THE DR. JACOB DINER MEDAL:

In memory of Dr. Jacob Diner a gold medal is awarded by the Alumni Association to the student having the highest average in all subjects during the course.

5. GERMAN APOTHECARIES' SOCIETY PRIZE:

The German Apothecaries' Society, the oldest pharmaceutical association in the United States, has established a prize, consisting of a gold medal, to be awarded to the student excelling in Practical Pharmacy.

6. NEW YORK STATE PHARMACEUTICAL ASSOCIATION PRIZE:

The New York State Pharmaceutical Association offers a membership in this body to the student who shows exceptional ability in all the subjects taken in the College of Pharmacy.

7. GANBARG MEDAL:

A gold medal is offered by the Ganbarg brothers, Leo, '14, Irving, '16 and William, '34, in honor of Dr. Otto F. A. Canis, to the student showing the most progress during his entire course.

*PROPOSED SCHEDULE OF COURSES OF STUDY DEGREE OF "BACHELOR OF SCIENCE IN PHARMACY"

FIRST YEAR

First Semester				Second Semester			
SUBJ. No.	PERIODS A WEEK Lecture	Laboratory	Semester Hours' Credit	SUBJ. No.	PERIODS A WEEK Lecture	Laboratory	Semester Hours' Credit
Ph-11	2	..	2	Ph-11	2	..	2
Ph-12	1	..	1	Ph-12	1	..	1
Ch-11	4	3	5.5	Ch-11	4	3	5.5
MM-11	2	3	3.5	MM-11	2	3	3.5
Biol-11	1	2	2	Biol-11	1	2	2
MM-12	1	..	1	MM-12	1	..	1
Eth-11	1	..	1	Eth-11	1	..	1
Math-11	3	..	3	Math-11	3	..	3
Eng-11	3	..	3	Eng-11	3	..	3
	18	8	22		18	8	22

SECOND YEAR

Ph-21	3	..	3	Ph-22	3	..	3
Ph-21A	..	3	1.5	Ph-22A	..	3	1.5
Ph-23	1	1	1.5	Ph-23	1	1	1.5
Ch-21	2	6	5	Ch-22	2	6	5
MM-22	2	..	2	MM-22	2	..	2
MM-23	1	..	1	MM-23	1	..	1
Eth-21	1	..	1	Eth-21	1	..	1
Phys-21	3	2	4	Phys-21	3	2	4
Eng-21	3	..	3	Eng-21	3	..	3
	16	12	22		16	12	22

THIRD YEAR

Ph-31	3	..	3	Ph-32	3	..	3
Ph-31A	..	4	2	Ph-32A	..	4	2
Ph-33	1	..	1	Ph-33	1	..	1
Ph-34	1	..	1	Ph-34	1	..	1
Ch-31	3	4	5	Ph-35	..	1	0.5
MM-31	..	1	0.5	Ch-31	3	4	5
MM-32	1	..	1	MM-32	1	..	1
MM-33	2	3	3.5	MM-33	2	3	3.5
Eth-31	1	..	1	Eth-31	1	..	1
Mod. Lang-31	3	..	3	Mod. Lang-31	3	..	3
	15	12	21		15	12	21

FOURTH YEAR

Ph-41	3	..	3	Ph-42	3	..	3
Ph-41A	..	5	2.5	Ph-42A	..	5	2.5
Mod. Lang-41	3	..	3	Mod. Lang-41	3	..	3
Bact-41	1	3	2.5	Bact-41	1	3	2.5
MM-41	2	..	2	MM-41	2	..	2
MM-42	..	4	2	MM-42	..	4	2
Ch-41	3	4	5	Ch-41	3	4	5
Eth-41	1	..	1	Eth-41	1	..	1
	13	16	21		13	16	21

* The above schedule is proposed and may be subject to revision.

Outline of Courses

PHARMACY

Ph-11. PHARMACAL ARITHMETIC.

Lectures and recitations, 2 hours a week for both semesters.

This course begins with a thorough review of fundamental arithmetic.

Conversion of weights, calculation of doses, reduction of formulas, specific gravity and volume, thermometry, percentage and alligation are taken up in detail during lectures.

The student is given many problems to solve during recitations and at stated intervals written exercises are held, thus assuring a thorough groundwork in this all-important phase of Pharmacy.

Ph-12. PHARMACAL LATIN.

Lectures and recitations, 1 hour a week for both semesters.

A course sufficient in length to meet the requirements of the pharmacist.

The student is familiarized, first, with the reasons for the use of Latin in pharmacy and allied sciences. This is followed by the fundamentals, including declensions of nouns and adjectives, syntax and construction, conjugation of verbs and use of prepositions and phrases. Cardinal and ordinal numerals are committed to memory, as well as a vocabulary needed by the pharmacist.

Lastly, the prescription is discussed, and the knowledge of Latin applied to the correct writing and translating of same, including directions to the pharmacist and the patient.

Ph-21. THEORY AND HISTORY OF PHARMACY.

Lectures and recitations, 3 hours a week for one semester.

Beginning with a brief review of the origin and development of the subject of metrology, the student is gradually introduced to the various systems of weights and measures in use at the present time. Balances are considered in detail as to principle,

construction, care and use of same, and these lectures are augmented by demonstrations and practical laboratory exercises.

The physical aspects of Pharmacy are next considered, beginning with a study of Specific Gravity and Specific Volume, and gradually proceeding through discussions on heat, comminution, solution and the various processes used in manufacturing and dispensing.

Finally, the theory of the extraction of drugs is considered, comprising maceration, percolation, digestion, infusion and decoction.

The entire course runs parallel to Ph-21A, a laboratory course in which the theory is exemplified by practical exercises.

Ph-21A. OPERATIVE PHARMACY.

Laboratory course, 3 hours a week for one semester.

This course is intended as an adjunct to Ph-21. The student is supplied with his individual utensils and such apparatus as may be required from time to time. Beginning with practical exercises involving the handling of balances and weighing of substances and the comparison of systems of weights and measures, the student is gradually led up to operations requiring more skill and technique. Experiments in Specific Gravity are carried out and finally exercises illustrating the processes considered in Ph-21.

A laboratory note-book is required and must merit a passing grade.

Ph-22. THEORY AND HISTORY OF PHARMACY.

Lectures and recitations, 3 hours a week for one semester.

This course begins with a systematic study of the theory of galenical pharmacy, the procedures incidental to the preparation of the simpler U.S.P. and N.F. products—with emphasis on nomenclature, active ingredients, both entering into the preparation and those contained in the finished product—mode of preservation and dispensing. A laboratory course (Ph-22A) runs parallel with this course and the student prepares convenient quantities of typical galenicals.

Ph-22A. MANUFACTURING PHARMACY.

Laboratory course, 3 hours a week for one semester.

This course is an adjunct to Ph-22 and consists of the manufacture of many of the simpler preparations of the U.S.P. and N.F., including waters, infusions, decoctions, syrups, mixtures, etc.

The work is supervised by instructors and the finished product rated.

The student is required to keep a detailed account of all preparations and this note-book is rated at the close of the semester.

Ph-23. PHARMACAL ECONOMICS.

Lectures and recitations, 1 hour a week for both semester;
Laboratory, 1 hour a week for both semesters.

The fundamental principles of Commercial Pharmacy are taken up by lectures, demonstrations and recitations. The principles governing the opening or buying of a drug-store are thoroughly discussed. Principles of ordering, checking, arranging, stock-taking and pricing, as well as packing, delivery, charge accounts and collections are brought out by various methods, including blackboard demonstrations and actual reports and commercial transactions. The fundamental principles of bookkeeping are covered. Each student is required to keep a set of books which must merit a passing grade.

Since the installation of our full sized Model Pharmacy a great deal of this work is carried on in the actual Pharmacy. Store arrangement, professional window displays, selling methods of commodities, etc., as well as other details pertaining to the commercial side of pharmacy are demonstrated by the instructor and put into actual practice by the students themselves under supervision in the pharmacy. Students are consulted for their suggestions as to professional displays and these displays, when desirable, are set up by groups and installed.

Ph-31. THEORY OF PHARMACY.

Lectures and recitations, 3 hours a week for one semester.

This course is a continuation of Ph-22. During this semester the galenicals of the U.S.P. and N.F. are further considered, included among which are liquors, spirits, elixirs, tinctures, masses, pills, etc. A laboratory course (Ph-31A) is run parallel.

Ph-31A. MANUFACTURING PHARMACY.

Laboratory course, 4 hours a week for one semester.

This course is a continuation of Ph-22A, consisting of the manufacture of more complex galenicals. In many instances

assay of the products manufactured is carried on by the students in the Chemistry Department, thus affording a check on the accuracy of the student.

Ph-32. THEORY OF PHARMACY.

Lectures and recitations, 3 hours a week for one semester.

This course is a continuation of Ph-31 and concludes with the final consideration of the most complex galenicals of the U.S.P. and N.F. Instruction is also given in large scale manufacture.

Ph-32A. MANUFACTURING PHARMACY.

Laboratory course, 4 hours a week for one semester.

This is an adjunct course to Ph-32 and a continuation of Ph-31.

Ph-33. PHARMACAL JURISPRUDENCE.

Lecture, 1 hour a week for both semesters.

During this course consideration is given to the various National and State Laws and New York City ordinances governing the practice of Pharmacy. The source of the laws, their enactment, application, interpretation and enforcement are thoroughly discussed. Special emphasis is laid upon the Pure Food and Drug Act, Narcotic Law, Postal Laws and the State Education Law.

Ph-34. PHARMACAL ECONOMICS.

Lecture, 1 hour a week for both semesters.

This is a continuation of Ph-23 from a practical point of view. Overhead gross and net profit, balance sheet, financial transactions and negotiable papers are thoroughly explained and discussed. The various types of insurance are also explained.

Ph-35. MEDICAL APPLIANCES.

Laboratory and demonstrations, 1 hour a week for one semester.

This course will be so treated as to acquaint the pharmacy student with the forms, commercial aspects and therapeutic uses of the common medical appliances.

In these lectures and demonstrations the following will be considered: Appliances used for the application of heat and cold; for irrigation; for hypodermic and other forms of injection; for

feeding purposes and for recording temperatures. Atomizers, plasters, bandages, dressings, ligatures, sutures and other miscellaneous appliances will be given detailed consideration.

Ph-41. THEORY OF PHARMACY (DISPENSING).

Lectures and recitations, 3 hours a week for one semester.

This course consists of a series of lectures and recitations, embracing the dispensing of prescriptions. Beginning with general lectures on the pharmacy (dispensing department, its location, equipment, etc.), the matter continues to the prescription itself. The relation of the pharmacist to physician and patient is considered as well as general conduct in the handling of prescriptions, confidences involved, etc.

Following these preliminaries, various types of prescriptions are discussed beginning with the simpler ones, as to modes of procedure, etc.

Ph-41A. DISPENSING PHARMACY.

Laboratory course, 5 hours a week for one semester.

This is a laboratory course during which the student receives, compounds and dispenses many prescriptions. He is taught all details incidental to this phase of pharmacy, special attention being paid to accuracy, neatness, etc. The student is required to dispense each prescription to the minutest detail as would be done in a well-conducted pharmacy, including pricing and filing.

At regular intervals throughout this course as well as during Ph-42A, groups of four students are taken from regular Dispensing Laboratory and do their dispensing in the newly installed, full sized Model Pharmacy maintained by the College. Here the actual procedure followed in the Pharmacy is carried out in detail. Prescriptions are recorded, checked, priced, wrapped, etc.

Each student under the present schedule is afforded about 12 hours of this work.

Ph-42. THEORY OF PHARMACY (DISPENSING).

Lectures and recitations, 3 hours a week for one semester.

This is a continuation of Ph-41 and also includes a thorough consideration of incompatibilities in prescriptions. By means of lectures and lantern demonstrations, many complicated prescriptions are discussed and methods of compounding and correcting difficulties are considered. Attention is also given to newer remedies, making the study an almost endless one.

Ph-42A. DISPENSING PHARMACY.

Laboratory course, 5 hours a week for one semester.

A continuation of Ph-41A, wherein more complex prescriptions, involving incompatibilities, are considered.

TEXT-BOOKS IN PHARMACY

United States Pharmacopœia XI.
National Formulary, VI.
Pharmaceutical Arithmetic, Stevens.
Commercial Law, Gano.
Pharmaceutical Latin, Muldoon.

REFERENCE BOOKS

United States Dispensatory.
National Standard Dispensatory.
Pharmaceutical Praxis, Hager.
Practice of Pharmacy, Remington.
History of Pharmacy, La Wall.
Commercial Pharmacy, O'Connor.

CHEMISTRY

The courses in chemistry are so arranged and conducted as to meet the requirements of the present-day college standards. The work in each of the branches is planned and carried out so that the necessary time is spent on each subject as directed by the University of the State of New York for Pharmacy.

In General Inorganic Chemistry the student is taught the fundamentals of the subject. He also prepares, studies and tests the more common elements and compounds, especially those entering into official substances.

Qualitative Chemistry is a course in which the newer methods of the subject are stressed, especially with regard to their bearing on the testing of official substances. In the second semester, Quantitative Chemistry is given and after a thorough grounding in the fundamentals of this branch, special emphasis is placed on the methods of the U.S.P., for the assay of official substances.

In the third year the course in Organic Chemistry is given. In this course, as in the others, the fundamentals are first considered. Because of the large number of organic pharmaceuticals, this course is given more time to allow for the work of manufacturing, studying and testing not only those substances which are

official at present, but many of the substances contained in new and non-official remedies.

Throughout all courses the pharmaceutical aspect of the subjects is emphasized so that the student will get the real concept of Pharmaceutical Chemistry. Physiological Chemistry is studied in the fourth year.

Ch-11. GENERAL INORGANIC CHEMISTRY.
Lectures and recitations, 4 hours a week;
Laboratory, 3 hours a week for both semesters.

Ch-21. QUALITATIVE ANALYSIS.
Lectures and recitations, 2 hours a week;
Laboratory, 6 hours a week for one semester.

Ch-22. QUANTITATIVE ANALYSIS AND DRUG ASSAYING.
Lectures and recitations, 2 hours a week;
Laboratory, 6 hours a week for one semester.

Ch-31. ORGANIC CHEMISTRY.
Lectures and recitations, 3 hours a week;
Laboratory, 4 hours a week for both semesters.

Ch-41. PHYSIOLOGICAL CHEMISTRY.
Lectures and recitations, 3 hours a week;
Laboratory, 4 hours a week for both semesters.

TEXT-BOOKS IN CHEMISTRY

Introduction to College Chemistry, Briscoe.
Laboratory Outline of General Chemistry, Conroy.
Qualitative Chemical Analysis, Engelder.
United States Pharmacopœia, XI.
Organic Chemistry Lectures, Norris.
Organic Chemistry Laboratory Guide, Wertheim.
Quantitative Pharmaceutical Chemistry, Jenkins and Du Mez.
Quantitative Chemical Analysis, Engelder.
Calculations of Quantitative Chemical Analysis, Hamilton and Simpson.
Food Inspection and Analysis, Leach.
Food Analysis, Woodman.
New and Non-official Remedies.
Inorganic Pharmaceutical Chemistry, Rogers.
Organic Pharmaceutical Chemistry, Clark.
Introduction to Physiological Chemistry, Bodansky.
Laboratory Manual in Physiological Chemistry, Bondansky and Fay.

BOTANY AND PHARMACOGNOSY

MM-11. BOTANY.

Lectures and recitations, 2 hours a week for both semesters;
Laboratory, 3 hours a week for both semesters.

A study is made of the properties and activities of protoplasm, structure and function of leaves, flowers, stems and roots; and the classification of forms which make up the plant kingdom. The course covers the morphology and histology of the higher plants, from which nearly all our crude drugs are derived.

Economic plants yielding drug products are used as far as time permits in both lecture and laboratory to correlate the subject with the study of crude drugs. The rôle of alkaloids, glucosides, resins, volatile oils, fixed oils and cell-inclusion products in general are treated from the standpoint of physiology as well as from the utilitarian view-point in medicine and in the industries.

The two laboratory subdivisions run concurrently in order to secure a proper sequence of topics. The use of the microscopes and various optical apparatus used in food and drug investigations; the preparation of microscopical specimens and common microchemical tests are treated in the laboratory prior to the study of the gross and histological structures.

Both lectures and laboratories are well supplied with charts, models, lantern slides, microprojectors and baliopticons to illustrate all phases of the work in the various subjects of the department.

The construction of a modern greenhouse upon the campus permits students of botany and pharmacognosy to conduct experiments with living plant material. The greenhouse provides three ranges of temperature and suitable electrical connections for experiments with light. All students perform at least part of their laboratory work in the greenhouse.

MM-33. PHARMACOGNOSY.

Lecture, 2 hours a week for both semesters;
Laboratory, 3 hours a week for both semesters.

A complete study of the drugs of the U.S.P. and N.F. that are derived from the vegetable and animal kingdom. The first semester deals with the scope of the subject and the methods

utilized in collecting drugs, shipment to market, their adulteration, detection, storage and constituents present.

A study is made of the powdered crude drugs and such other products that enter into the manufacture of foods and spices. Typical type specimens are used to illustrate the various groups. Particular emphasis is placed upon the detection of adulterants as commonly met with in commercial samples. The laboratory is well supplied with equipment enabling the student to start with a drug in the crude state and to carry all processes from milling to the finished product for use in the industries. Complete sets of sectioned materials enable the student to make comparison between powdered material and the plant section as a whole. The seed plants yielding drug products are discussed as to name, source, description, prevailing standards, methods of preservation and their use in medicine. Each student will receive a sample of every drug official in the U.S.P. and N.F. In addition, many samples are furnished of non-official drugs that are used in considerable amounts, both in medicine and in the industries. Identification examinations are held at regular intervals.

MM-42. COMMERCIAL PHARMACOGNOSY.

Laboratory work with occasional lecture, 4 hours a week for both semesters.

This course will consist in the sectioning of plant and food products. The identification of adulterated drugs. The methods pursued in commercial manufacturing plants. Control methods. Microchemical reactions and the use of various microscopic equipment in the detection of drugs and spices. The course will cover fundamental requirements for food inspection in both government and commercial houses. Each student will, in addition, be assigned a definite problem to test his fitness for research.

TEXT-BOOKS IN BOTANY AND PHARMACOGNOSY

Text-Book of Botany.
Pharmacognosy, Gathercoal and Wirth.
Methods in Plant Histology, Chamberlain.

REFERENCE BOOK

Microscopy of Foods, Drugs and Spices, Winton.

MATERIA MEDICA, PHARMACOLOGY AND PHYSIOLOGY

MM-12. ELEMENTARY MATERIA MEDICA AND POSOLOGY.

Lectures and recitations, 1 hour a week for both semesters.

This course serves as an introduction to MM-23, MM-32 and MM-41 given in the 2d, 3d and 4th years, respectively. It familiarizes the student with most of the terminology used to describe the action, properties and uses of drugs considered in the more advanced courses. The average dosage of the U.S.P. and N.F. drugs is considered with the object of teaching the student to recognize an overdose in actual prescription practice. It includes the methods of standardization of dosage, the calculation of dosage in the metric and apothecary systems and considers the conditions which alter the dosage, *e.g.*, age, weight, habit, idiosyncracy, time and mode of administration, cumulative action, rate of excretion, etc.

Demonstrations are given on small laboratory animals wherever possible. The student is well impressed at this time with the important idea that these courses in Materia Medica are not intended to train "counter-prescribers," but to educate pharmacists so that they may co-operate with the medical profession in their service to humanity.

MM-22. PHYSIOLOGY AND HYGIENE.

Lectures, laboratory and recitations, 2 hours a week for both semesters.

The aim of this course is to present the fundamental facts of physiology and anatomy with special reference to the practical application of these subjects to hygiene and pharmacology. The mode of action of the more widely used drugs and drug preparations is considered.

The course is largely didactic, but includes several laboratory exercises. The lectures, laboratory and recitations deal with general physiology, the skeleton, the muscles, circulation of the blood and lymph, respiration, nutrition, internal secretions, the nervous system and the sense-organs.

MM-23. MATERIA MEDICA, PHARMACOLOGY AND TOXICOLOGY

Lecture and recitation, 1 hour a week for both semester.

This course familiarizes the student with most of the termi-

nology used to describe the action, properties and uses of drugs considered in the more advanced courses. The average dosage of the U.S.P. and N.F. drugs is considered with the object of teaching the student to recognize an overdose in actual prescription practice. It includes the methods of standardization of dosage, the calculation of dosage in the metric and apothecary systems and considers the conditions which alter the dosage, *e.g.*, age, weight, habit, idiosyncrasy, time and mode of administration, cumulative action, rate of excretion, etc.

The student is well impressed at this time with the important idea that these courses in Materia Medica are not intended to train "counter-prescribers," but to educate pharmacists so that they may co-operate with the medical profession in their service to humanity. A lecture course embracing a study of the nature, symptomatology and detection of poisons with their antidotes and treatment. The course continues with a general discussion including history of toxicology, definitions and terminology. The poisons are classified and treated in groups, *e.g.*, gases, metals, acids, bases, salts, organic compounds, alkaloids, glucosides, etc.

The course continues with lectures pertaining to the application of remedial agents in the treatment of disease, considering particularly the remedies intended for external use.

MM-31. FIRST AID.

Laboratory and demonstration, 1 hour a week for one semester.

This course includes a study of the principles of first aid. The methods of applying simple bandages and the proper handling of first aid cases, (*e.g.*, burns, hemorrhages, fractures, poisoning, unconsciousness, etc.) as may come within the province of the pharmacist in an emergency, are carefully considered. First aid to the injured is described as the bridge between the accident and medical assistance, and over this bridge the injured person is to be carried from the place of injury to the place of treatment.

MM-32. MATERIA MEDICA, PHARMACOLOGY AND TOXICOLOGY.

Lectures, laboratory and recitations, 1 hour a week for both semesters.

This course is a continuation of MM-23, embracing general therapeutics—the application of curative agents other than drugs and medicines; rational therapeutics—based on pharmaco-dy-

namics; empirical therapeutics—based upon clinical experience. The official drugs receive ample attention. Time is dedicated to the study of newer remedies.

A drug typical of a group is taken up in class and its action discussed. Experimental pharmacology is performed whenever necessary. The broad principles of drug action are emphasized, rather than the actual practice, which solely concerns the physician. The toxicology and posology of all the various groups are considered in detail.

MM-41. MATERIA MEDICA, PHARMACOLOGY AND TOXICOLOGY.

Lectures, laboratory, recitations, 2 hours a week for both semesters.

This course is a continuation of MM-32.

TEXT-BOOKS

Elementary Materia Medica and Posology, Piccoli.
Action and Uses of Drugs, Piccoli.
Clinical Diagnosis by Laboratory Methods, Todd and Sanford.
First Aid, American Red Cross.
Text-Book of Bacteriology, Zinsser and Bayne-Jones.
Bacteriology and Sanitary Science, Gershenfeld.
Laboratory Technic in Bacteriolgy and Clinical Pathology, Piccoli and Marano.
Dissections in Comparative Anatomy, Piccoli and Marano.
Physiology for Pharmaceutical Students, Barber.

ETHICS

Eth-11. ETHICS.

Lecture, 1 hour a week for both semesters.

Preparatory to the course in ethical problems, there will be a course of two semesters, including the principles of logic, syllogism, truth, falsity and certitude; existence of God. Problem of life. Nature of Man.

Philosophy, logic, natural and acquired. Simple apprehension and judgment. Reasoning. The syllogism, truth and falsity. Certitude, metaphysical, physical and moral. Objective evidence. The senses. Intellect, reason. Memory. Human testimony. Existence of God. Origin of the world. Laws of nature.

Properties of bodies. The problem of life. Nature of man. Difference between man and brute. The soul. Free will.

Eth-21. ETHICS.

Lecture, 1 hour a week for both semesters.

General Ethics.—Definition, nature, object, scope. False theories regarding the fundamental principles of ethics. The ultimate intrinsic end of man, beatitude. The ultimate extrinsic end of man, God's external glory. Goodness, proximate norm, rational nature; ultimate norm, Divine nature. Determinations of goodness. The human act. Imputability. Merit. Morality of the human act. The norm of morality. External norm, law, eternal and natural, positive; obligation, Divine and human. Internal norm, conscience. Character. Theological and moral virtues.

Special Ethics.—(1) Duties to God. Interior and exterior worship. Obligation of accepting Divine Revelation. (2) Duties to self. Acquisition of knowledge essential to eternal welfare and performance of duties of life. Duties to preserve health and life. (3) Duties to others. Respect for rights of others to intellectual and moral integrity, to health and life, to good name and property. (4) Right to material things. Right of private property. Ownership. Socialism and collectivism.

Eth-31. ETHICS.

Lecture, 1 hour a week for both semesters.

Society in General.—(1) Definition, nature, origin. Material and formal elements. Kinds of society. (2) Domestic society. Conjugal: nature, primary and secondary purposes. Essential properties, unity and indissolubility. (3) Parental society: primary purpose, education of children. Right of education of children belongs to parents alone. Duty of civil and religious society. (4) Industrial society. Wages, individual and general norms. (5) Civil society. Origin, genetic, historical, juridical. End. (6) The State. End. Primary purpose, to secure the rights and liberty of its members; secondary purpose, to afford equitably the opportunities socially necessary for temporal prosperity. Civil authority. (7) Government, functions and form. Purposes of government. Forms of government. (8) The State and conscience. Liberty of conscience. (9) The Church and State. Their relations. (10) International right. Ethical and juridical duties and rights of nations. International law.

Eth-41. ETHICS.

Lecture, 1 hour a week for both semesters.

Special Ethical Problems.—Review of the fundamental principles of morality; application of these principles in the practice of pharmacy; destiny of man; sacredness of human life. Stress is laid on those problems which may arise in the course of a pharmacist's practice when expediency might suggest methods of procedure which would be contrary to right reason and morality.

ENGLISH

Eng-11. COMPOSITION AND INTRODUCTORY LITERATURE.

3 hours a week for both semesters.

This course has two aims: (a) to develop in the student the ability to write correctly and effectively; (b) to acquaint him with the various literary forms and thus help him to read with appreciation as well as enjoyment. Weekly papers are required and a considerable amount of outside reading is assigned.

Eng-21. ENGLISH LITERATURE.

3 hours a week for both semesters.

This course, consisting largely of reading both oral and written discussion, is intended to show the value of literature as an interpretation of life and the mirror of changing civilization. Representative works of the centuries of English literature are examined, and a broad foundation for further reading is established.

MODERN FOREIGN LANGUAGES

French or German

Mod. Lang-31. ELEMENTARY FRENCH.

3 hours a week for both semesters.

Prescribed for those offering French for entrance. Review of the essentials of grammar with readings from standard classical and scientific authors.

Mod. Lang-41. SCIENTIFIC FRENCH.

3 hours a week for both semesters.

This course continues the work of Elementary French, with extensive readings of useful scientific material. Some literary selections are also read.

Mod. Lang-31. ELEMENTARY GERMAN.

3 hours a week for both semesters.

A thorough study of the basic principles of grammar, drill in pronunciation and easy readings stressing the German idiom and suited to the maturity of college students. The aim of this course is to enable the student to gain a reading and speaking knowledge of simple German.

Mod. Lang-41. GERMAN.

3 hours a week for both semesters.

This course is a continuation of Elementary German. A review and amplification of grammatical principles and readings more advanced in content and style. Also an introduction to Scientific German with readings from leading scientific authors.

TEXT-BOOKS

Ich lerne Deutsch, Ross, Ross and Aron.
Minna von Barnhelm, Lessing.
Introduction to Scientific German, Koischwitz.

MATHEMATICS

Math-11. MATHEMATICS.

3 hours a week for both semesters.

It is the purpose of the courses in Mathematics to furnish the B.S. student with a solid foundation that will aid him in the better understanding of the theoretical work and the solution of problems which he meets in the advanced courses in Physics and Chemistry.

The subjects treated are Algebra, Trigonometry, Analytical Geometry and Differential Calculus. The courses are thorough and comprehensive and sufficiently rigorous to prepare the student who may desire to take more advanced mathematical courses after receiving his degree.

TEXT-BOOKS

College Algebra, Wentworth.
Trigonometry, Wentworth and Smith.
Analytical Geometry, Wentworth.
Calculus, Granville.

Phys-21. PHYSICS.

Lectures and recitations, 3 hours a week;
Laboratory, 2 hours a week for both semesters.

The subjects treated in the lectures of this course are: statics, kinematics, dynamics, heat, sound, light, magnetism, electrostatics and current electricity. The literature of the various subjects is treated in exhaustive detail and special emphasis is placed on the mathematical phases of the subject matter. The course is of regular college grade and designed to meet the most rigorous professional requirements.

The associated laboratory course covers a wide field of experiments of regular college grade and affords the student a real opportunity to verify for himself many of the laws and principles contained in the literature.

TEXT-BOOKS IN PHYSICS

A Text-book of College Physics, Volume I, Mechanics and Heat and Sound, McNiff.

A Text-book of College Physics, Volume II, Light, Electrostatics and Electricity, McNiff.

BIOLOGY

Biol-11. GENERAL ZOOLOGY AND COMPARATIVE ANATOMY.

Lectures and recitations, 1 hour;
Laboratory, 2 hours a week for both semesters.

First Semester:

In the first part of this course the subject-matter is designed to give the student an elementary knowledge of the basic principles of biology. The latter part of the course is mainly devoted to the study of the structure and parasitology of the invertebrates, with dissections of representative types in the laboratory, including numerous protozoans, hydra, the earthworm, lobster, grasshopper and clam.

Second Semester:

The course continues with the study of the simpler vertebrates and proceeds to the higher forms. The more important laboratory types dissected in the laboratory are amphioxus, shark, frog, pigeon and cat.

BACTERIOLOGY

Bact-41. GENERAL BACTERIOLOGY.

Lectures and recitations, 1 hour;
Laboratory, 3 hours a week for both semesters.

The course is divided into two parts: General Bacteriology considering the biological properties of bacteria in general, methods and technique for study and investigation. Preparation of stains and culture media. The second part takes into careful consideration pathogenic micro-organisms and parasitology. Here we deal with pathogenic micro-organisms in general, bacteriological examination of milk, water, soil, sewage, air, urine, sputum, blood, spinal fluid, transudates and exudates, pharmaceuticals, and food-stuffs. The standardization of chemical disinfectants and technique of chemical disinfection. The preparation of bacterial vaccines and therapeutic sera. The preparation and use of bacterial diagnostic aids such as tuberculin, etc.

SPECIAL COURSES

Any course given in the regular curriculum may be taken as a separate special course by applicants who are adequately qualified. Some of the special courses, that are not a part of the regular curriculum, follow:

CLINICAL PATHOLOGY AND PARASITOLOGY.

Lectures and recitations, 1 hour;
Laboratory, 2 hours a week for two semesters.

This course teaches the practical laboratory methods of examination of sputum, blood, feces, urine, transudates, exudates, milk, cerebro-spinal fluid, etc., with their clinical value and practical applications as an aid to the medical profession in the diagnosis and study of disease. Basal metabolism, animal inoculation, blood grouping and blood research are considered in detail. A great deal of this work is done on hospital specimens.

The parasites (blood, intestinal, etc.) of temperate, subtropical and tropical regions are considered in detail. The development, structure and mode of transmission of the more common parasites are taken up and practical demonstrations in the laboratory supplement the lectures.

Prerequisite: Graduate in Pharmacy or equivalent.

ADVANCED CLINICAL PATHOLOGY, BACTERIOLOGY AND SEROLOGY.

Lecture and recitation, 1 hour;
Laboratory, 2 hours a week for both semesters.

This is an advanced course for students who have completed courses in Clinical Microscopy and Bacteriology.

The course includes regional bacteriology in health and disease: eye, nose, pharynx, mouth and teeth; trachea and bronchi; feces, urine and genito-urinary exudates; cutaneous lesions, etc. The special methods applicable in each instance, including the preparation of bacterial vaccines.

Advanced hematology and clinical microscopy will include: special blood examinations, such as the reticulocyte count, blood sedimentation time, fragility tests; the Ascheim-Zondek and Friedman tests.

The serological methods will include the study of immunity, toxin and antitoxin, agglutinins, precipitins, cytolysins, complement fixation, compatibility of blood for transfusion and the colloidal gold test.

There will be practical laboratory study of the bacteriophage phenomenon, technic of culture, filtration, enhancement of lytic power of the bacteriophage and its practical application in therapy.

CLASS ORGANIZATIONS

Each class is organized into a "Class Organization," to which all the students of that class are eligible. At the meetings papers are read and discussed by the students and guests. This feature is encouraged by the Faculty who assist in directing the discussions and help in conducting the meetings on parliamentary lines. This is intended to broaden the student's training and to foster a fraternal, co-operative spirit among the students and to awaken their interest in pharmaceutical associations to which Pharmacy owes a debt which it never can amply repay.

ALUMNI ASSOCIATION

The Alumni Association of Fordham University College of Pharmacy was organized May 15, 1915, for the purpose of advancing and encouraging scientific study in the various allied branches of Pharmacy among its members.

MEETINGS OF ALUMNI ASSOCIATION

Meetings are held at stated intervals.

The Alumni Association co-operates with the Employment Bureau of the College, and is very active in procuring positions for worthy students. A bureau of general pharmaceutical information is maintained for the members.

The dues of the Association have been fixed at five dollars for life. Membership, for which each member receives an engrossed certificate of membership, entitles each member to full privileges as outlined in the Constitution.

It is strongly urged that all members of the graduating class affiliate before leaving the College, thus showing their interest in the College and its Alumni.

OFFICERS OF THE ALUMNI

President.....WILLIAM P. GANBARG, '34
Vice-President.....DOMINICK FORLIZZO, '31
Secretary.....REUBEN CHERON, '30
Treasurer.....OTTO F. A. CANIS, '14
Recorder.....RAYMOND F. X. JAMES

Members of the Alumni Association are requested to notify the Recorder of any change of address, in order that we may keep our files corrected to the minute.

SCHOLARSHIPS

Scholarship	*Holder, 1937-38*
Fordham University	ANGELO J. BAVOSO, '38
Fordham University	ROBERT T. GONZALES, '38
Fordham University	JAMES F. WHELAN, '38
Fordham University	JOHN V. CONDON, '39
Fordham University	JAMES E. MURPHY, '39
Fordham University	HAROLD E. MCKERNAN, '40
Alumni Association	DOMINICK MASSA, '41
Fordham University	FREDERICK J. ROCCHIO, '41

PRIZES AWARDED

June 14, 1937

Bronx County Pharmaceutical Association Prize
awarded to Irving Pack

Westchester County Pharmaceutical Association Prize
awarded to Harold Optekman

Dr. George Hohmann Memorial Medal
awarded to Stephen Jensen

Alumni Prize
awarded to John C. O'Brien

German Apothecaries' Society Prize
awarded to Francis X. O'Sullivan

Membership in New York State Pharmaceutical Association
awarded to Chester S. Malinoski

BULLETIN OF
FORDHAM UNIVERSITY
SCHOOL OF
SOCIAL SERVICE

A GRADUATE SCHOOL
OF
SOCIAL WORK

ANNOUNCEMENT, 1938-1939

MARCH, 1938

ROOM 805, WOOLWORTH BUILDING
NEW YORK, N. Y.

Published for FORDHAM UNIVERSITY
by FORDHAM UNIVERSITY PRESS,
East Fordham Road, New York, N. Y.

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CALENDAR, 1938-1939

(All dates inclusive)

Sept. 16, Fri. .....Registration day for the First Semester.
An additional fee of $5.00 will be charged for registration after this date.

Sept. 20, Tue. .....First Semester begins.

Oct. 12, Wed. .....Columbus day. No classes.

Oct. 18, Tue. .....Last day to file applications of candidacy for the Master's degree conferrable in June.

Nov. 1, Tue. .....All Saints day. No classes.

Nov. 8, Tue. .....Election day. No classes.

Nov. 24, Thur. } ....Thanksgiving recess. No classes or field work.
Nov. 27, Sun. }

Dec. 8, Thur. .....Feast of the Immaculate Conception. No classes.

Dec. 24, Sat. } ....Christmas recess. No classes or field work.
Jan. 2, Mon. }

Jan. 16, Mon. } ....Semester examinations. No field work.
Jan. 20, Fri. }

Jan. 23, Mon. } ....Mid-term recess. No classes; field work.
Jan. 27, Fri. }

Jan. 27, Fri. .....Registration day for the Second Semester.
An additional fee of $5.00 will be charged for registration after this date.

Jan. 30, Mon. .....Second Semester begins.

Feb. 13, Mon. .....Lincoln's Birthday observed. No classes.

Feb. 22, Wed. .....Washington's Birthday. No classes.

Apr. 6, Thur. } ...Easter recess. No classes or field work.
Apr. 16, Sun. }

May 18, Thur. .....Ascension day. No classes.

May 22, Mon. } ...Semester examinations. No field work.
May 26, Fri. }

June 14, Wed. .....Commencement.

ORGANIZATION

ADMINISTRATION, 1937-1938

Rev. Robert I. Gannon, S.J. . . . . *President*
Rev. Edward S. Pouthier, S.J., L.S.S. (Louvain) . . . . *Dean*
Rev. Joseph T. Keating, S.J. . . . . *Treasurer*
Rev. Leo F. Fey, S.J. . . . . *Assistant Treasurer*
Edward L. Curran, Ph.D. . . . . *Registrar*
Thomas F. Callahan, B.A. . . . . *Assistant Bursar*

FACULTY, 1937-1938

Friedrich Baerwald, Labor Problems, 1935—

LL.D., University of Frankfort, Germany, 1923; Executive, German Labor Administration, 1926-1933; Federal Ministry of Labor, Berlin, 1926-1927; Federal Institute for Unemployment Insurance and Labor Placement, 1927-1928, 1933; State Labor Department of Westphalia, Dortmund, 1928-1932; Assistant Professor in Economics, Graduate School, Fordham University, 1935—.

Thomas W. Carey, Medical Information for Social Workers, 1931—

B.A., College of St. Francis Xavier, 1907; M.D., Medical College, Cornell University, 1911; Assistant Resident Physician, Willard Parker Hospital, 1914-1915; Assistant Attending Physician, St. Vincent's Hospital and New York Foundling Hospital, 1918—; Instructor in Contagious Diseases, New York University Medical College, 1920-1925; Attending Physician, St. Vincent's Hospital, 1926—; President, The Catholic Physician's Guild of Manhattan, 1935—.

Edward L. Curran, Group Work, 1927—

Diploma, Bridgewater Massachusetts State Normal School, 1901; B.A., Boston College, 1913; A.M., 1914; Ph.D., Fordham University, 1930; Secretary, Board of Trustees, East Bridgewater Public Library, 1900-1904; Member, East Bridgewater School Committee, 1901-1904; Principal, House of Reformation, Boston, 1904-1908; Director, Columbus Avenue Playground, Boston, 1908-1910; Superintendent, Boston Newsboys' Club, 1910-1923; Secretary, Loyola Musical Society, 1913-1914; Secretary, Federated Boys' Clubs of America, 1913-1915; Chairman, Mayor's Committee on Athletics and Recreation, Boston, 1925-1926; President, Citizens' Public Celebrations Committee of Boston, 1926-1927; Consultor, National Legion of Decency, 1937—; A. A. S. W.

Gladys Fisher, Public Welfare Administration, 1933—

A.B., Vassar College, 1911; Graduate, Chicago School of Civics and Philanthropy, 1912; Agent, Columbia County for State Charities Aid Association, 1912-1918; Case Work Supervisor, Westchester County Home Service, American Red Cross, 1918-1921; Assistant Director, Department of Child Welfare, Westchester County, 1921-1923; Director, Department of Family and Child Welfare, 1923-1936; Administrative Assistant, Old Age Assistance Division, N. Y. State Department of Social Welfare, 1936—; A. A. S. W.

WILLIAM J. HARPER, Crime and Social Treatment, 1930 —

St. Laurent College, Montreal, 1910; B.S. Ed., Brown University, 1921; M.Ed., Rhode Island College of Education, 1923; Superintendent of Schools, North Providence, and Bristol, R. I.; Member of Executive Committee of Westchester County Council of Social Agencies; Chairman, Professional Council, National Probation Association; Member, Board of Governors, Yonkers Co-ordinating Council; Member, Board of Directors, Yonkers Family Service Society; Chief State Probation Officer of the State of Rhode Island; Director of Probation, Westchester County, N. Y., 1930—; A. A. S. W.

LUCILLE M. HART, Social Work and Law, 1935 —

B.A., Barnard College, Columbia University, 1918; LL.B., Fordham University School of Law, 1931; Courses, New York School of Social Work; Case Work and Legislative Research, Family Division, Catholic Charities of New York, 1931-1936; Legal Consultant, Catholic Charities of New York, 1935—; Chairman, Legislative Committee, Member, Executive Committee, Section on the Care of the Aged, Welfare Council of New York City; Member, Sub-Committee on Legislation of the Committee on Adoptions, Section Care of Dependent Children, Welfare Council of New York City.

ELDA T. KANALLY, Child Welfare I, II; Assistant Director of Field Work, 1936 —

B.A., Western Reserve University, 1926; M.Sc. (Soc. Adm.), School of Applied Social Sciences, Western Reserve University, 1931; Visitor, Cleveland Children's Bureau, 1926-1930; Visitor and Supervisor, Cuyahoga County Child Welfare Board, 1930-1936; A. A. S. W.

ANNA E. KING, Social Case Work I, II, 1934 —; Director, Department of Field Work, 1935 —

B.A., Syracuse University, 1919; M.Sc. (Soc. Adm.), School of Applied Social Sciences, Western Reserve University, 1926; Cleveland Children's Bureau, 1923-1924; Visitor, Sisters of the Good Shepherd, Cleveland, O., 1924-1926; Supervisor, Cleveland Children's Bureau, 1926-1930; Instructor in Child Welfare, School of Applied Social Sciences, 1930-1934; Associate Professor, Fordham University, 1934—; Member, Nominating Committee of American Association of Schools of Social Work, 1937-1938; Member, Committee on Training Program for Workers with Delinquents and Criminals, New York State Conference of Social Work, 1937; A. A. S. W.

REV. NICHOLAS J. LANGENFELD, Social Work and Religion, Social Research, 1934 —; Research Director, 1935 —

B.A., St. Lawrence College, Wisconsin, 1922; M.A., St. Francis' Seminary, Wis., 1925; Doctor of Philosophy, 1930; Doctor of Canon Law, Rome, 1931; Licencié ès Sciences Sociales, Louvain, 1932; Diplomé, Academy of International Law, The Hague, 1933; Director, St. Vincent de Paul Conference, Wisconsin, 1925-1929.

MARY B. LAUGHEAD, Community Organization, Public Welfare; Assistant Director of Field Work, 1937 —

B.A., Ohio State University, 1919; M.S.S., Smith College School for Social Work, 1924; Mental Hygiene Clinic, Monmouth County Organization for Social Service, Red Bank, N. J., 1922-1923; Child Guidance Clinic Program of Commonwealth Fund and National Committee for Mental Hygiene: Minneapolis, Los Angeles, Philadelphia, 1924-1927; Personnel Department, R. H. Macy and Company, New York City, 1927-1931; Temporary Emergency Relief Administration of New York State, 1932-1935; Governor's Commission on Unemployment Relief of New York State, 1935; Temporary Emergency Relief Administration of New York State, 1936; A. A. S. W.; A. A. P. S. W.; A. O. A.

Michael P. Lonergan, Psychiatry, 1927 —

B.S., University of Utah; M.A., Columbia University; M.D., Cornell University Medical College; Director, Clinical Psychiatry, Manhattan State Hospital; Instructor in Psychopathology, Columbia University; Instructor in Psychiatry, Cornell University Medical College; Fellow, American Psychiatric Association; Member, Ortho-Psychiatric Association; Consulting Visiting Neuro-Psychiatrist, St. Vincent's Hospital.

Ruth K. Lynch, Psychiatric Social Work Problems, 1933 —

A.B., Syracuse University, 1925; Graduate, New York School of Social Work, 1932; Division of Families, Catholic Charities, Archdiocese of New York, 1925-1926; Supervisor, Catholic Charities of the Diocese of Syracuse, 1926-1928; Graduate Student, Columbia University, 1929; Supervisor, Department of Social Service, The Neurological Institute of New York, 1930-1936; Case Consultant, Catholic Charities, Archdiocese of New York, 1936—; A. A. S. W.; A. A. P. S. W.

Rev. Edward R. Moore, Community Organization (On leave of absence), 1924 —

B.A., 1915, M.A., 1921, Ph.D., 1923, Fordham University; Director, Division of Social Action, Catholic Charities of the Archdiocese of New York, 1923—; Member, New York City Housing Authority, 1934—; Member, National Advisory Council, National Youth Administration, 1935—; Chairman, Special Committee on Social Aspects of Public Housing, National Conference of Social Work, 1936; Chairman, Technical Advisory Committee to the National Youth Administration, New York City, 1936—; A. A. S. W.

Frank J. O'Brien, Mental Hygiene, 1932 —

B.A., Holy Cross College; M.A., Ph.D., Clark University; M.D., University of Louisville; Psychological and Research Interne, Psychopathic Hospital, Boston; Ten years, Medical Director of Louisville Psychological Clinic; Membership in American Medical Association; American Psychiatric Association; American Orthopsychiatric Association; Vice-Chairman, New York Chapter, American Association of Social Workers; Member, Executive Committee, New York City Committee on Mental Hygiene and Mental Hygiene Section of Welfare Council; Acting Director and Chief Psychiatrist, Bureau of Child Guidance, Board of Education, City of New York; A. A. S. W.

Rev. Edward S. Pouthier, S.J., History of Social Work, 1929 —

B.A., 1917; M.A., 1918, Woodstock College; Licencié ès Sciences Sociales (Louvain) 1932; Instructor in Political Science and Community Problems, Fordham University, 1918-1922; Principal, Canisius High School, Buffalo, N. Y., 1926-1928; American Correspondent, l'Union Catholique Internationale de Service Social, 1932—; Sub-Committee on Technical Requirements of the National Membership Committee: American Association of Social Workers, 1937—; Assistant Dean, 1929-1931; 1933-1934; A. A. S. W.

Catherine W. Purcell, Medical Social Work; Assistant Director of Field Work, 1937 —

B.A., Northwestern University, 1921; M.A., Loyola University School of Social Work, Chicago, 1923; Case Worker, United Charities, Chicago, 1923-1926; Case Supervisor, Associated Catholic Charities, New Orleans, 1926-1929; Research Fellowship, Tulane University School of Social Work, 1929-1930; Chief Clinic Social Worker, Charity Hospital of Louisiana, 1930-1937; Instructor in Sociology, Louisiana State University School of Nursing, and Loyola University of the South, 1936-1937; A. A. S. W.; A. A. M. S. W.

FACULTY FOR STAFF WORKERS COURSES, 1937-1938

DAVID C. ADIE, LL.D.....*Public Welfare Administration*
Commissioner, New York State Department of Social Welfare

CHARLES F. BOLDUAN, M.D.....*Public Health and Preventive Medicine*
Director, Bureau of Health Education, Department of Health, New York City

EDWARD L. BRENNAN, M.B., B.Ch.....*Mental Hygiene*
Clinical Assistant Attending Psychiatrist, New York University

MARGARET L. DEWITT.....*Principles of Supervision*
Acting Director, Social Service Division, Department of Welfare, New York City

ANN DOYLE, R.N., B.S.....*Public Health Nursing*
Director, Department of Public Health Nursing, Fordham University

REV. PAUL J. FAUSTMANN, M.A.....*Sociology*
Associate Director, Catholic Hospitals, Diocese of Brooklyn

AMY T. FRAAS, M.A.....*Social Case Work I*
Case Worker, Probation Dept., Domestic Relations Court, New York City

ERNA A. HENSCHKE, B.S.....*Social Case Work I*
Case Worker, Institute of Family Service, New York City

MONICA M. JORDAN, B.A.....*Social Case Work I*
Supervisor, Catholic Charities, New York City

REV. EDWARD J. KERN, Ph.D.....*Child Welfare*
Director, Children's Division, Associated Catholic Charities, Newark, N. J.

CAMILLE KILLIAN, M.S.....*Social Case Work II*
Associate District Secretary, Brooklyn Bureau of Charities

REV. JOHN P. MCCAFFREY, M.A.....*Social Psychology*
Chaplain, Sing Sing Prison, Ossining, N. Y.

GODFREY P. SCHMIDT, B.A., LL.B.....*Social Work and Law*
Counsel to the Division of Women in Industry and Minimum Wage, Labor Department, State of New York

ALICE J. WEBBER, M.A.....*Social Case Work II*
Regional Representative, Bureau of Public Assistance, Social Security Board

KATHLEEN M. WHITT, B.S.....*Social Case Work I-II*
Director of Social Service, Department of Public Welfare, New Rochelle, N. Y.

DEPARTMENT OF FIELD WORK, 1937-1938

Director.....Anna E. King, M.Sc. (Soc. Adm.)
Assistant Director.....Elda Kanally, M.Sc. (Soc. Adm.)
Assistant Director.....Mary B. Laughead, M.S.S.
Assistant Director.....Catherine W. Purcell, M.A.

FIELD WORK CENTERS, 1937-1938

FAMILY SERVICE

American Red Cross, New York Chapter

Miss Edna J. Wakefield, *Director, Home Service*

Associated Catholic Charities, Diocese of Newark, Family Division

Rev. Ralph J. Glover, Ph.D., *Executive Director*

Miss Mary Mooney, *Supervisor*

Brooklyn Bureau of Charities, Family Service Department

Mr. Douglas Falconer, *Executive Secretary*

Miss Elizabeth Dexter, *Secretary, Family Service Department*

Miss Margaret Kauffman, *Assistant Director, Family Service Department*

Miss Mary James, *District Secretary, Northern Office*

Miss Margaret Watt, *Associate District Secretary, Northern Office*

Miss Dorothy Dessau, *District Secretary, Flatbush Office*

Catholic Charities of the Diocese of Brooklyn

Very Rev. Msgr. J. Jerome Reddy, *Director*

Rev. Edward Swanstrom, *Associate Director*

Miss Marguerite Boylan, *Executive Secretary*

Miss Mary Carey, *Supervisor of Queens Office, Jamaica, L. I.*

Catholic Charities of the Archdiocese of N. Y., Division of Families

Very Rev. Msgr. Robert F. Keegan, *Executive Director*

Rev. John J. Donovan, *Director*

Miss Ruth K. Lynch, *Case Consultant*

DEPARTMENT OF PUBLIC WELFARE, NEW ROCHELLE

Mrs. Blanche S. Emerson, *Director*
Miss Kathleen M. Whitt, *Director of Social Service*

DEPARTMENT OF WELFARE, DIVISION OF OLD AGE ASSISTANCE, NEW YORK CITY

Miss Ruth Hill, *Assistant to Commissioner*
Mrs. Anna Kaplun, *Case Work Supervisor*

DEPARTMENT OF WELFARE, HOME RELIEF DIVISION, NEW YORK CITY

Miss Evelyn Abelson, *Case Consultant*

STATEN ISLAND SOCIAL SERVICE

Miss Henriette Lund, *Executive Secretary*

CHILD CARE

CATHOLIC CHARITIES OF THE DIOCESE OF BROOKLYN

See above

CATHOLIC GUARDIAN SOCIETY, NEW YORK CITY

Rev. John T. Joy, *Director*

CATHOLIC HOME BUREAU FOR DEPENDENT CHILDREN, NEW YORK CITY

Miss Mary F. Godley, *Executive Secretary*

MORRIS COUNTY CHILDREN'S HOME, MORRISTOWN, NEW JERSEY

Miss Mildred L. Seeley, *Superintendent*

NEW YORK FOUNDLING HOSPITAL

Sister Agnita Miriam, *Superintendent*

GROUP WORK

CHRISTODORA HOUSE, NEW YORK CITY

Miss Patricia Alsop, *Supervisor*

GIRL SCOUT COUNCIL OF YONKERS

Mrs. Allene Stuart, *Supervisor*

MEDICAL SOCIAL WORK

New Haven Hospital, New Haven, Conn.
Miss Elizabeth P. Rice, *Director of Social Work*

New York Infirmary for Women and Children
Miss Helen Noyes, *Director of Social Service*

Roosevelt Hospital, New York City
Miss Margaret Nichols, *Director of Social Service*

St. Giles the Cripple Hospital, Brooklyn
Miss Roberta E. Lytle, *Director of Social Service*

PROTECTIVE AND CORRECTIONAL CARE

N. Y. State Division of Parole, New York Office
Mr. David Dressler, *Chief Parole Officer*

N. Y. State Training School for Boys, New York Office
Dr. Herbert D. Williams, *Superintendent*
Mr. Harry W. Collins, *Director of Social Service*
Miss Erma Coffman, *Case Supervisor*

Westchester County Department of Probation, White Plains
Mr. William J. Harper, *Director of Probation*
Miss Ethel N. Cherry, *Case Supervisor*

PSYCHIATRIC SOCIAL WORK

Catholic Charities Guidance Institute, New York City
Dr. Thomas Brockbank, *Director*
Miss Gertrude Quinlan, *Chief of Social Service*

Fordham University Child Guidance Clinic
Rev. Walter G. Summers, S.J., *Director*
Miss Jeanette O'Connor, *Supervisor*

Girls' Service League, Inc., New York City
Mrs. Margaret G. Davidson, *Director, Girls' Guidance Bureau*

GENERAL INFORMATION

Purpose of the School

The Fordham University School of Social Service is a graduate professional school, offering a two year program of education for social work designed primarily for recent college graduates, both men and women, who can devote full time to this study. The School is under Catholic auspices, but admits persons of other faiths. It holds regular membership in the AMERICAN ASSOCIATION OF SCHOOLS OF SOCIAL WORK.

The curriculum of the School, organized on a graduate level, is planned in accordance with the standards set by the American Association of Schools of Social Work, the accrediting body in this field. The School does not offer "short courses" or foster narrow specialization. It seeks to equip the student with the scientfic knowledge, professional philosophy, and practical skills which enter into the effective performance of social work as it is carried on in agencies and institutions of recognized standing. The School is also alert to newer experiments in the field and stands ready to include in its program all valid developments in professional practice and education.

It is widely recognized that social work education is susceptible of genuine enrichment on its ethical and spiritual side. Hence, being a Catholic institution, the School stresses ideals and objectives in line with the social teachings of the Church.

In this respect, the School is convinced it offers particular advantages to prospective students, especially those of the Catholic faith. In the classroom instruction they will hear ethical views, to which they can whole-heartedly subscribe. They will face no mental conflict between their religious beliefs and the professional theory or practice taught them with reference to such questions as the ultimate meaning and purpose of life, the primacy of spiritual values, the inalienable rights of the individual, the sanctity of marriage and family life, the obligations of Christian charity, the demands of social justice, and the indispensable part which religion plays, not only in the upbuilding of wholesome social relationships, but also in the treatment of personal and social problems.

The Field of Social Work

The range of activities and opportunities in social work as a profession may be indicated by a rapid enumeration of the various fields in which former students of the School have found employment. This group has secured positions of responsibility in family service and relief agencies, in public welfare departments, in child care and child placing societies, state and county boards of child welfare, day nurseries, visiting teachers' centers, child guidance institutes, mothers' aid and old age assistance systems, medical social service and psychiatric social work departments of hospitals and clinics, protective and correctional institutions, probation and parole departments, juvenile and family relations courts, settlements, recreation centers, and social security services.

One result of the recent economic situation has been the widespread expansion of local, state and federal activity in the social work field. Many of these added functions seem likely to remain as a permanent part of the future public welfare system and will open up continuing opportunities in social service. Broader responsibilities and a further need for well-qualified workers may also be anticipated with the development of the new social security programs in the various states.

Schools of Social Work

Formal training for social work is in line with professional education and requirements in other fields, such as medicine and law. A few generations ago the medical student apprenticed himself to some older physician, watched him treat his patients, helped him dispense medicines, and eventually set up his own practice. Similarly, the young man became a lawyer through clerkship and "reading" in an attorney's office. Such apprenticeship training is now an anachronism. Modern professional standards everywhere require graduation from a recognized medical or law school.

Social work has gone through parallel stages of educational development. Until recent years new recruits to the profession were trained "on the job." Social agencies took in promising young people and permitted them to learn the work by experience, occasionally at the expense of the client or the community. The values of this method became increasingly debatable. Moreover, the training was costly to the agency and narrow in scope. It prepared individuals for only the more limited activities of the agency's particular field. It did not provide workers with

the knowledge or the adaptability to transfer from one division of social work to another. It lacked the broad, scientific background for skilled and effective service. As a consequence, social work, like law and medicine, progressively relinquished apprenticeship as an outmoded method of training and replaced it by formal education in full-time professional schools.

Nearly forty such institutions constitute the present membership of the American Association of Schools of Social Work. New schools are constantly being organized by universities throughout the country. The whole movement affords ample proof that professional school training is now the accepted educational preparation for the rapidly expanding field of social work.

While on occasion some social agencies may still engage persons lacking formal education for the work, it is now the established policy of progressive administrators of public as well as private welfare services to select applicants largely on the basis of their previous training in professional schools. According to well-informed authorities, the demand for persons so qualified exceeds the supply.

Location and Facilities

The School is located on the eighth floor of the Woolworth Building, 233 Broadway, between Park Place and Barclay Street, within a few steps from all transportation facilities of the city. Its location in New York City gives the School a distinct advantage in respect to training opportunities. New York is perhaps the foremost center of social work activity in the world. Fordham students thus have the unique opportunity of gaining professional training in a most instructive, diversified, and progressive area of social work.

The University branch library, which is in charge of trained librarians and adjacent to the classrooms, includes a standard collection of social work literature, government publications and current periodicals of professional interest. For further reference exceptional facilities are at hand in the Library of the Russell Sage Foundation. At this, perhaps the best general library of social work in the country, Fordham students receive cordial and helpful assistance.

The School does not maintain residence halls for students, but information concerning residential facilities can be had on application to the Registrar.

Educational Program

The two-year curriculum, leading to a Diploma in Social Work, and, with additional requirements, to a Master of Arts degree, includes course instruction and field work.

Course Instruction.—First Year students normally follow a prescribed course program. It is primarily designed to provide the scientific and professional disciplines, which are basic to all forms of social work. The second-year curriculum allows the individual student sufficient latitude to acquire a substantial equipment for the particular division of social work in which he is especially interested. The present facilities of the School prepare mainly for social case work in the fields of Family Welfare, Public Relief and Assistance, Child Care and Protection, Medical Social Service, Probation and Parole, with more limited opportunities for the field of Psychiatric Social Work.

Classroom instruction emphasizes group discussion under faculty leadership rather than the lecture method of teaching, with a view to training the student for independent and resourceful thinking.

Field Work.—This forms an integral part of the student's total program. It consists of supervised experience in the practice of social work as it is carried on by social agencies to which students are assigned. It corresponds in purpose to the clinical teaching or interneship of medical schools. Some twenty social agencies of New York City and neighboring communities supply the laboratory for this educational experience.

The student is ordinarily assigned to two different field work centers, spending normally a full academic year in each. At the agency he assumes controlled responsibility for a limited number of cases or functions. This practice is carried on under the guidance of an agency supervisor, who as the student's field work teacher organizes his program in co-operation with the field work directors of the School. The student has regular consultations with his supervisor, participates in agency meetings, and confers frequently with staff members of other organizations. These opportunities enable the student to make use of the thinking and experience of a wide circle of professional associates.

The Field Work Department of the School, composed of full-time staff members, is available at all times for conference with both students and supervisors. Its function is to give unity, variety and continuity to each student's field work program.

Schedule

The School is in session within the academic year from September to June. No Summer Courses are offered.

The academic year is divided into two semesters of approximately sixteen weeks each. The first semester begins in the latter half of September; the second semester usually late in January or early in February. Scheduled dates will be found in the School Calendar.

The School week extends from Monday to Friday, inclusive. The weekly program of the average full-time student comprises eight to ten hours of class instruction and approximately twenty hours of field work.

Classes in each scheduled course meet once a week for a two-hour session throughout a semester. Students are subject to University regulations governing promptness and required attendance as class sessions and field work assignments.

Unit of Credit

The unit of credit is the point (semester-hour). A point represents one academic hour a week of class instruction, or three clock hours a week of field work, pursued over a period of one semester.

Classification of Students

Full-time students are those who have met admission requirements and are registered for 10 or more points of credit in a given semester. Applicants without preliminary social work experience are accepted as full-time students only.

Part-time students are those who have met admission requirements and are registered for less than 10 points of credit in a given semester. Applicants with preliminary social work experience may be accepted as part-time students, but their number is strictly limited, since the trend of School policy is toward the admission of full-time students only. No part-time student is considered in active candidacy for the Diploma or the Master's degree until he has completed at least 12 credits in courses. At this point in his program he must file a new application for admission and submit in writing a satisfactory plan for a definite period of full-time work. Part-time registration therefore does not insure later acceptance for full-time enrollment.

Admission Requirements

Academic.—A Bachelor's degree from an approved college. The School prefers graduates of a liberal arts course with college credits totalling at least 20 semester-hours drawn from the fields of Psychology, Sociology, Economics, and Political Science. Other subjects of special interest to future social workers are Ethics, Philosophy, History, Anthropology, Biology, Education, and Statistics.

Personal.—Sound health, emotional balance, mental maturity, high moral purpose, adequate habits of study and genuine interest in people are the indispensable equipment of every prospective social worker. Persons under twenty-one years and over thirty-five years of age are not admitted except for special reasons. As a safeguard against misdirected effort, a personal interview is regularly required before admission. A health examination may also be required.

Admission

Full-time students are admitted at the beginning of the first semester only. Part-time students may enter at the beginning of the first or second semesters.

Candidates seeking admission as full-time students should apply as early as possible, preferably by *May 30th.* This is particularly important because the training facilities of the School definitely limit the number of entering students, and none can be accepted after the quota has been reached.

Candidates seeking part-time enrollment should apply *at least one month* before registration.

Application blanks may be secured from the Registrar. Upon receipt of the application, due notice will be given by the Registrar concerning the filing of an official transcript of college credits, and an appointment will be made for the required personal interview. Notice of the Admissions Committee's decision will be sent shortly after the personal interview.

Registration

Applicants who have been accepted will register in person at the School office, Room 805, Woolworth Building, on the registration days listed in the School Calendar. Registration in person on the specified days is also required of all students each and every semester of enrollment. Failure to comply with this regulation entails a Late Registration Fee of $5.00.

Advanced Standing

Instructional courses or supervised field work completed in other accredited graduate schools of social service prior to enrollment in the School may be accepted as advanced credit toward the diploma when they are in substance the equivalent of similar training offered by the School, subject, however, to the diploma requirements as to Residence. Professional experience as such is not accreditable toward the diploma.

Application for advanced standing must be made in writing prior to enrollment, and, if accepted, credits are granted only on the completion of all other diploma requirements.

Examinations and Grades

To receive credit for a course, students must be in regular attendance throughout a semester and pass a written examination. In determining the final grade, due consideration is also given to the student's contribution to class discussion, his written reports, readings, and other assignments. The mere completion of prescribed units of work, however, does not confer the right to continue in course. The basic consideration is the aptitude of the student and his professional attitude toward his work.

Final grades for course work are reported at the close of each semester, and for field work at the end of the academic year, in accordance with the following alphabetical scale:

A = *Excellent* (90-100%); **B** = *Good* (80-89%); **C** = *Fair* (70-79%); **D** = *Low pass* (65-69%); **F** = *Unsatisfactory;* **Inc.** = *Incomplete.*

Students whose course assignments are not submitted by the term examination day are marked *Incomplete.* To remove this grade and obtain credit for the course, all assignments must be submitted by the end of February or June for the first or second semesters respectively, and a special fee must be paid.

Placement

The School does not assume formal responsibility for placement of graduates, since in social work as elsewhere this is contingent on the personal initiative and particular interests of the individual. Employment opportunities, however, are constantly being brought to the notice of the faculty and communicated to qualified graduates. The School is also a subscribing member of JOINT VOCATIONAL SERVICE, a national placement bureau for social work positions. Its location in New York City makes the facilities of this agency readily available to Fordham students.

Diploma Requirements

The diploma is granted upon the satisfactory fulfilment of the following requirements, provided the prescribed program is completed within five academic years from first registration.

Points†

A total of 60 points—

36 points in courses; 20 points in field work; 4 points for a research or field work project.*

Courses *(36 points required)*	Points
A. *(All required)*	*12*
Social Case Work I (210)**	2
Social Case Work II (211)	2
Child Welfare (220; 221)	2
Medical Information (240)	2
Psychiatric Information (231; 234)	2
Social Research (291)	2
B. *(Two required)*	*4*
Community Organization (280)	2
Specialized Case Work (212; 221; 236; 246; 261)	2
Group Work (270)	2
C. *(Two required)*	*4*
History of Social Work (201)	2
Public Welfare Administration (285)	2
Crime and Social Treatment (260; 261)	2
Labor Problems (250)	2
D. Electives	*16*
Field Work *(Points Required)*	*20*

Planned and supervised experience in the practice of social work carried on under the educational control of the School, in recognized social agencies. The total time requirement, which normally involves a program of three days per week for four semesters, is 900-1000 clock-hours.

Project:* In research or field work (297, 298) *4*

Residence:

A minimum of 38 points (24 in courses, 10 in field work and 4 for the project) earned in residence at the School.

† A point represents a minimum of 15 hours of class instruction with due preparation, or 45 clock-hours of assigned field work.

* The Master's dissertation fulfils the project requirement.

** See Description of Courses. Course numbers indicate the particular courses which fulfil the requirement listed.

Master of Arts Degree

A Master of Arts degree can be gained concurrently with the Diploma by the fulfilment of certain additional requirements, provided the prescribed program is completed within five academic years from first registration. Advanced credit toward the Master's degree will be granted under the same conditions as advanced standing toward the Diploma.

To be admitted to candidacy the student must file an application on a form, which is supplied by the Registrar. Full-time students normally make application at the beginning of the second year; part-time students normally apply only after the completion of one-half of the diploma requirements. Application is not accepted unless accompanied by three typed copies of a dissertation-outline and by payment of the fee. The final date for filing applications is noted in the School Calendar. Students working *in absentia* on their dissertations are required to register at the beginning of each semester, in which they plan to confer with their mentors on the development of their dissertations.

The requirements for the Master's degree include those prescribed for the Diploma and the following:

1. A reading knowledge of one foreign language. This requirement is satisfied only by written examination, held during the third week of November and February.
2. Attainment of at least B grade as the *total* average of courses prescribed under Group A and elected from Groups B and C of the Diploma Requirements.
3. Presentation of a dissertation which is accepted by at least three of four examiners. No one may present a dissertation more than twice for formal examination.

Scholarships and Loans

The *Margaret Cummings Haney Scholarship,* and the *Adelaide McNamara Scholarship,* provide part tuition for students who have completed at least one semester's work at the School. The *Elizabeth Cady Memorial Loan Fund* is available for small loans to students who may need supplementary aid. All awards are based on the applicant's school record and financial circumstances. Applications should be made in writing and addressed to the Dean. No fellowships are offered by the School.

Fees and Expenses

The University fee is payable upon registration. Tuition fees are payable in full before attendance at any class session, unless other arrangements have been made in advance with the Bursar. No student who is in default more than two weeks in the payment of any fee will be permitted to attend class sessions or to take any examination during the continuance of such default. The University fee is not refundable. In case of the student's withdrawal before the end of the eighth week of a semester, a portion of the tuition fee may be returned, but only upon written application to the Dean and entirely at the discretion of the University.

The Bursar's office is located in Room 740 (Seventh floor, front) Woolworth Building. Checks and money-orders should be made payable to FORDHAM UNIVERSITY.

University Fee (payable by all students at time of registration each semester of enrollment) ..... $ 5.00

Students working *in absentia* on their dissertations must be in registration.

Tuition Fees:

1. *Full-time students* (registered for 10 points or more a semester)

   Per year (payable in two installments, $150.00 at the beginning of each semester)..... $300.00

   Students in full-time enrollment during the academic year of 1937-1938 will pay the tuition and other fees at rates announced in the School Bulletin of that year.

2. *Part-time* students (registered for less than 10 points a semester)

   Per point of credit 12.50

Special Fees:

Master's degree fee (payable on application of candidacy).	50.00
Late registration fee (as noted in Calendar)	5.00
Each deferred or re-examination (payable in advance) ..	5.00
Fee for removal of incomplete grade (each course)	3.00
Each transcript of record, after the first	1.00

Other Expenses:

Students should budget about $10.00 a semester for such items as textbooks, study materials, and field trips. Moreover, inasmuch as field work placements must be arranged to provide varieties of training experience, some students will be assigned for field work in public welfare departments, and in social work agencies outside of, but in the environs of New York City. Such assignments may involve transportation expenses approximating two or three dollars weekly. Students should come prepared to meet such possible expenditures.

DESCRIPTION OF COURSES

201. History of Social Work. (2 points.)

A survey of the historical antecedents of present-day social service. Topics included are ancient Hebrew social legislation, the Christian concept of charity and its practice in the early Church, mediæval charities under ecclesiastical or communal direction, the post-reformation Catholic revival, continental and English poor laws, nineteenth century philanthropies, the rise of organized and professional social work.

204. The Family. (2 points.)

This course deals with the essential functions of the family from the standpoint of pattern, distortion and adjustment. The psychosocial aspects of every-day situations in family life are subjected to careful analysis. Family social work implications of recent economic changes and social trends are interpreted in terms of ideal intra-family relations. Ways of establishing and maintaining satisfying and successful homes are emphasized throughout. The course follows a modified form of panel discussion.

207. Social Work and Religion. (2 points.)

A socio-psychological discussion of religion as a fundamental factor in the general social process and its contribution to social service. Religion and the satisfaction of personality. Religion and the adjustment of personality. The value of Confession in personal and social adjustment. Canon Law on matrimony: impediments, dispensations and validation. Religion and the reinforcement of personality. The social value of prayer and the sacraments; parish helps in strengthening personality; vitalizing religion in the home.

210. Social Case Work I. (2 points.)

An introductory study of the professional point of view and method of approach to people in trouble. The person rather than the process will be the focus of interest. Case material, especially the recorded interview, will form the basis for discussion contributing to an understanding of those who come to social agencies for help. Case records will also be used to illustrate the ways in which social case workers try to help people move toward a solution of their difficulties.

211. Social Case Work II. (2 points.)

Continuance of the preceding course. Material for study will be drawn from the student's field work experience and from the various types of agencies in which case work situations are found. Emphasis will be placed on the essentials of good case work practice in any field. *(Pre-requisite: Course 210 or its equivalent)*

212. Social Case Work III. (2 points.)

This advaneed discussion of ease work problems is open only to students who have completed the two preceding courses. An intensive and critieal analysis will be made of principles and techniques as they apply to diffieult eases presented by the instructor or contributed from the students' own field experience.

220. Child Welfare I. (2 points.)

A dynamie approaeh will be made to the problems in the field of ehild welfare, based on the speeifie needs of the ehild for seeurity, affection and physieal, mental, moral and spiritual growth. Readings and ease discussions will be used to illustrate the natural factors in the child's own home which tend to promote his wholesome development, as well as the social machinery whieh has been devised for this purpose.

221. Child Welfare II. (2 points.)

The foster care of children in family homes and in institutions will be discussed in relation to the needs of the ehild who must be removed from his own home. Methods of homefinding, types of homes, supervision, relationships, and programs in institutions will be discussed through ease material. Selected readings will be required throughout both courses. *(Pre-requisite: Course 220 or its equivalent)*

231. Mental Hygiene I. (2 points.)

A basie course in the principles, proeedures and problems in the field of mental hygiene, derived from a study of selected cases. After a brief historieal presentation, attention will be given to the interplay between physical, emotional, intellectual and environmental factors as they make for personality adjustment or maladjustment, especially in children. There will be some formulation of treatment plans in terms of physieal, emotional, educational and social modifications.

232. Mental Hygiene II. (2 points.)

Open only to those who have taken Mental Hygiene, I, or its equvalent. Case work materials are used exclusively. From time to time, students will be permitted to present some of their own case material. Discussion and interpretation of ease materials are approached essentially from the dynamie or genetic technique.

234. Psychiatry for Social Workers. (2 points.)

An introduction to the field of nervous and mental disorders, designed for students preparing for the various types of case work as well as for other professional workers interested in human behavior. The major theories of personality and constitution are surveyed. The various organic and functional psychoses, the psychoneuroses and the psychopathies are studied in relation to their social implications. Formal presentation is supplemented by clinical demonstrations at Manhattan State Hospital, Ward's Island. *(Pre-requisite: Course 231.)*

236. Psychiatric Social Work Problems. (2 points.)

A course planned to help the student integrate his psychiatric theory with his case work practice. Discussion will center about the organization and functions of psychiatric social work, typical problems and cases referred to psychiatric clinics, the rôle of the social worker in the presentation of pertinent material and in the formulation of treatment plans based on the physical, emotional and social background of the individual. *(Pre-requisite: Courses 210, 211, 231.)*

240. Medical Information for Social Workers. (2 points.)

Lectures with demonstrations planned to give social workers a fundamental understanding of the more common diseases which menace human life and health: their causes, the recognition of obvious symptoms, the extent to which particular diseases incapacitate individuals, the resulting mental attitudes and possible maladjustments, the community resources which have been developed for prevention.

246. Medical Social Work I. (2 points.)

A study of medical social case work with special emphasis on the social and emotional components of illness, and on the rôle of the medical social worker in relation to the physician and the patient; consideration also will be given to the history of medical social work, its organization, and evolving standards. *(Pre-requisite: Courses 210, 211, 240)*

247. Medical Social Work II. (2 points.)

This course deals with the functions of the medical institution, the costs of illness and medical care, and the participation of the medical social worker in the hospital's administrative, educational, and community health activities; discussion will include the relationship of medical social service to public health and public welfare programs. *(Pre-requisite: Course 246)*

248. Medical Social Work III. (2 points.)

This is a seminar open only to students assigned for field work in medical institutions. It offers advanced medical information through clinical presentation of certain disease processes, whose medical-social aspects will form the subject of group discussion; class meetings will also provide an opportunity for collective consideration of special problems arising in the student's field work experience. *(Pre-requisite: Course 247)*

250. Labor Problems. (2 points.)

The aim of this course is to indicate the importance of the economic background in relation to social work. Discussion centers on the problems confronting the wage earner, especially the labor market, wage levels, women and children in industry, and general labor conditions. Based on the principles of the Papal Encyclicals, labor relations are analyzed with special emphasis on labor organizations, collective bargaining, and arbitration. The economic phases of social security are considered.

256. Social Work and Law. (2 points.)

This course presents a study of the laws which govern the creation and functioning of social agencies—and a practical consideration of the laws which affect the social worker's contact with the client and the solution of the social problems that arise. It will include throughout a simple presentation of those elementary notions of law, which will help social workers to understand more clearly the legal phases of problems with which they are called upon to deal.

260. Crime and Society. (2 points.)

This course undertakes a general survey of crime conditions in the United States, the extent of crime, an historical analysis of the theories of various schools of criminology, the individualization of treatment, the nature of the criminal, law enforcement agencies, methods of detection, apprehension and identification of criminals, the evolution of penal law and criminal procedure, the juvenile delinquent and the juvenile court.

261. Social Treatment of the Offender. (2 points.)

A study of professional service for probation, parole, and penal institutions. Historical developments, current methods of investigation, case work treatment, and standards of work are reviewed, plus an analysis of the various types of case problems. The course concludes with a consideration of crime prevention as a social and community problem. The family, church, school, recreation, industry and other social forces, as well as individual responsibility, are considered in relation to the cause and prevention of crime.

270. Group Work. (2 points.)

A discussion course planned for students whether or not majoring in the group work field. It relates the objectives, organization and methods of national and local group work agencies to other forms of social work. The rôle of the group leader is exemplified by the study of case material. Use will be made of group records to analyze and evaluate specific functions, methods and techniques.

280. Community Organization. (2 points.)

A discussion of past and present effort to organize community responsibility and action for dealing with major social needs. Among the topics to be considered or made the subject of student reports are: forces, trends and problems in the modern community, the social survey or community study, the Charity Organization movement, councils of social agencies and financial federations, the Welfare Council of New York and the social organizations of the major denominational groups in the metropolitan area, neighborhood associations and councils, the settlement, the foundations and community trusts.

285. Public Welfare Administration. (2 points.)

An introduction to the history, organization and functions of local, county, state and federal departments or commissions dealing with dependent groups or special classes in need of welfare services. Pertinent problems in the field of public welfare to be presented include relationships between local, state and federal agencies, the use of social case work methods in public departments, selection of personnel, financing, legislation and trends toward the professional view-point in public services.

287. Social Security Programs. (2 points.)

A study of economic backgrounds, current thought, and public policy in relation to social security measures; the main provisions of the Federal Act, with proposed emendations or extensions of its various articles; the organization and administration of the national program, and its functional integration with state and local welfare services.

291. Social Research. (2 points.)

A discussion of the successive steps in the research process, with an emphasis on its quantitative aspects. Simple laboratory exercises in schedule-making, tabulation, charting and analysis, the making of a critically annotated scrap-book, and the critique of a major social study are some of the devices used to aid the student in assimilating research theory, in acquiring statistical literacy, and in gaining a working knowledge of the scientific method.

297. Research or Field Work Project. (4 points.)

A substantial report, incorporating the results of independent study or research bearing on some technique or problem of the particular field in which the student is working. Subject to be selected by student with approval of the Dean, and project to be carried on in regular consultation with the Research Director.

298. Master's Dissertation. (4 points.)

The topic is chosen by the candidate on his own initiative, with the approval of the Dean. Its development is supervised by the candidate's mentor, who is appointed by the Dean. The finished product must be a scholarly piece of work, demonstrating the candidate's power of independent thought, his mastery of the subject-matter involved, and his capacity to present his material in a correct, coherent and cogent manner.

DIPLOMA GRADUATES, 1918-1937

Aberg, M. Elvira 1937
Adrian, Augusta 1927
Ball, Clara A.* 1936
Bannin, Thomas J., Jr. ..1937
Bassett, Geraldine 1924
Bergin, Catherine M.* ..1937
Black, Mildred G. 1929
Bleakley, Arthur J. 1919
Boylan, Cecelia M.* 1936
Bradley, Charles B. 1934
Brady, Abbie E. 1923
Brady, Alice L. 1923
Brennan, Marion M.* ...1936
Brown, Emily S. 1925
Buckley, Mary 1918
Burns, Lillian M. (Mrs. Frahme) 1930
Butler, Loretta F. 1936
Cabranes, Manuel 1933
Callaghan, Agnes 1927
Callaghan, Margaret ...1927
Cangro, Isabel 1921
Carlson, Hilma* 1927
Carr, Elizabeth A. 1926
Carroll, Edward M.* 1934
Casalena, Katherine F. .1936
Cassetti, Raffaele 1919
Cecilia, Sister Mary (Long) 1933
Childs, Blanche 1925
Christiansen, Johanna M. 1937
Clancy, William G. 1937
Coakley, Josephine 1921
Cogan, Loretta F. 1919
Colette, Sister M. (McCarthy) 1933
Collimore, Annie 1918
Comans, Edmond A. 1919
Concannon, Catherine A. 1936
Connelly, Anne 1937
Connolly, Elsie B. 1924
Connolly, Thomas E. ...1934
Connor, Elizabeth N. ...1932
Coppinger, Joseph L. 1919
Costello, Mrs. Minnie ...1921
Crowe, Estelle 1925
Culliton, Frances M. ...1932
Cullom, Mrs. Katherine.1925
Curran, Marcella 1924
Cyrilla, Sister M. (Connelly) 1929
Daitzman, Martha 1931
Daley, Alice C. 1921
Danahee, Kathryn R.* ..1933
Dealy, Mrs. Annie 1918
Delaney, Mrs. Anastasia C. 1927
Deneen, Mrs. Mary E. ..1920
Devlin, Daniel J. 1922
Dietsche, Alphonsus A. .1937
Doherty, James J. 1919
Dolan, Edward G.* 1936
Donahue, Helen B.* 1934
Donnelly, Hiram L. 1919
Driscoll, Mrs. Loretta K. 1926
Dunn, Mary T.* 1936
Dwyer, Irene M. 1935
Dwyer, Mary C.* 1936
Dwyer, Muriel A. (Mrs. Kelly)* 1933
Eaton, Francis T.* 1937
Emerson, Mrs. Esther ..1921
Fater, Mary D. (Mrs. McMahon)* 1934
Fisher, Mrs. Anna P. ..1918
FitzGerald, Agnes E. 1921
Fitzgerald, Frances I. ..1926
Fitzgerald, Margaret 1921
Fitzgerald, Mrs. Mary C. 1919
FitzSimons, John F.* ..1933
Flannery, Millicent 1926
Flavin, James E.* 1936
Flynn, James A.* 1936
Fogarty, James W. 1937
Fraas, Amy T.* 1936
Friedman, Beatrice 1931

GALLERY, JOSEPH E., S.J. ..1936
GALVIN, MARY J. 1921
GAMBARO, PETER 1918
GANS, ROSE (MRS. COHEN) 1931
GARTLAND, CHARLES T. ..1919
GENTILE, FELIX M. 1934
GERTRUDE, SISTER M. (KEATING) 1931
GIBBONS, MARY L., LL.D. .1921
GILL, AGNES 1923
GILLIGAN, CLAIRE E. 1930
GIORDANO, ANTHONY M.* 1935
GLOVER, REV. RALPH J.** ..1929
GOLDEN, KATHERINE M. ..1936
GRAHAM, THOMAS M. 1936
GUGGENHEIM, KATHERINE M. 1927
HANLEY, AMELIA 1918
HAROLD, EDWARD C.* 1936
HARRINGTON, ELEANOR M. (MRS. MCCARTHY) 1935
HAVERLIN, CATHERINE M. 1937
HAVERTY, JAMES T.* 1937
HAYES, JOHN J. 1936
HEALY, EDWARD P. 1934
HENRY, MARGARET M. (MRS. FITZGERALD) 1920
HERBST, MRS. KATHRYN E. 1933
HERRSCHAFT, MRS. ELENA L. 1934
HUGHES, MRS. FRANCES L. 1921
HUNT, MARJORIE H.* 1934
IMELDA, SISTER M. (LORRAIN) 1931
KAYSER, MARY C. 1936
KEARNEY, JOSEPHINE 1932
KEDZIERSKA, MARY B. 1936
KELLEHER, JOSEPH J.* ...1933
KELLIHER, HELEN M. (MRS. BARBIERI) 1936
KELLEY, ANASTASIA C. 1919
KELLY, ALYS C. 1924
KELLY, CLARE M. 1931
KELLY, MARION 1921
KENNEDY, EDMOND J. 1936
KENNEDY, JOHN M.* 1937
KERN, REV. EDWARD J.** ..1932
KERR, ANNA M. 1920
KERWIN, MARY G. 1922
KILGANNON, THOMAS W. 1919
KNOLL, IRENE H. 1925
KOROBOW, CELIA (MRS. SCHER) 1931
LAGAN, BRIGID 1919
LANDEWIT, HELEN M. (MRS. LYONS) 1927
LANGAN, THOMAS G. 1937
LARSEN, FATHER JOSEPH E. A., O.CARM.* 1935
LAZARUS, MRS. MINNIE ..1934
LEE, MRS. DORIS J. 1921
LEOCADIA, SISTER M. (MASTERSON), S.M. 1937
LENNON, AGATHA M. 1934
LIES, MARGARET P. (MRS. TIMONEY)* 1927
LIGOURI, SISTER MARY (KENNEDY) 1936
LINIHAN, MRS. KATHERINE 1918
LOCKHART, ANNA M. 1924
LOOS, ALFRED R. 1932
LOSTY, WILLIAM J. 1937
LOUGHRAN, MRS. HELEN ..1919
LOYOLA, SISTER M. 1925
MCARDLE, KATHRYN R.* ..1933
MCCAFFREY, EDWARD F. ...1932
MCCARTHY, MARY 1924
MCCLOSKEY, MARY 1918
MCCORMACK, FRANCES M..1936
MCCULLOUGH, MRS. ELLA M. 1926
MCDEVITT, ELIZABETH L.* 1927
MCDONNELL, ELIZABETH M. 1920
MCDONOUGH, VIRGINIA H.* 1936
MCELROY, MARY (MRS. HALLINAN) 1918
MCFEELY, JOHN F. 1936
MCGOUGH, ALICE M.* ...1935
MCGRATH, ELLEN E. 1919
MCGRATH, MARY A. 1922
MCGUINN, S.J., REV. WALTER** 1934
MCGUIRE, MARGARET Z. ..1933
MCHUGH, ELIZABETH A. .1931

McLaughlin, Mrs. Margaret 1918
McLees, Lillian A. 1922
McMahon, Alice M. ...1921
McMahon, Frances 1918
McMahon, Mona W. 1923
McNally, Anna R. C. ..1923
McQuiston, Margaret (Mrs. Howes)* 1936
McVeigh, Katherine A.* 1936
McVeigh, Katherine B. .1925
McVeigh, Margaret E. ..1925
McVeigh, Marion L. 1925
Maceli, Anthony 1934
Madeo, Marie L. 1936
Maguire, Margaret E. ..1935
Maher, Mary T. 1936
Maloney, Elizabeth M. 1937
Marshall, M. Gertrude .1937
Mattia, Incoronata 1933
Mayo, Charles W. 1936
Meyer, Evelyn R. (Mrs. Mahler) 1931
Miles, George W.* 1936
Mischo, William B.* 1934
Miskell, Helen A. 1925
Mooney, Mary T.* 1936
Moran, Katherine 1920
Mulligan, Marion G.* ..1935
Murphy, Carolyn J. ...1937
Murphy, John J.* 1934
Murphy, Thomas J. 1919
Nichols, Elizabeth R. ..1924
Nolan, Mrs. Anna A. ..1930
Nuhn, Benjamin J. 1932
O'Brien, Mary E. 1926
O'Connell, James F. X. ..1937
O'Connor, Cecily M.* ...1937
O'Connor, Martha M. ..1936
O'Conor, Madeleine S. ..1932
O'Dare, Margaret 1918
O'Kelly, James F. 1919
O'Malley, Mary H. 1936
O'Neill, Mary V. 1922
O'Neill, Nora 1922
O'Sullivan, Anne E.* ..1936
Owens, Barbara M. 1936
Pagnotta, Louisa H. 1932
Pedersen, Anna 1918
Peralta, Pablo Gat 1933
Phoenix, H. Viola 1931
Pierce, Donald G.* 1937
Piggott, Margaret P.* ..1935
Porcell, Marion C. 1932
Porter, Mrs. Marguerite 1932
Powers, Mrs. Katherine 1927
Prial, Mrs. Mary T. 1931
Principe, Florence M. ..1936
Purcell, Theobald M. ..1919
Purtell, Susan 1918
Quaiel, Mary 1919
Raphalowitz, Naomi 1925
Rashkowsky, Eugene ...1932
Reagan, Loretta A. 1929
Reedy, Mary R.* 1931
Regan, Anna B. 1923
Reilly, Josephine M. 1935
Riley, Mildred E. 1934
Rinaldo, Joseph* 1935
Roach, Bernadette E. (Mrs. Riedman) 1930
Roberts, Richard D.* ..1935
Roeser, Dorothy M.* ...1936
Rogers, Veronica (Mrs. McHugh) 1921
Ryan, Geraldine M. 1933
Saint Marguerite, Sister (Turcotte) 1936
Saltzman, Lillian 1934
Sammel, Veronica G.* ..1933
Schwab, Marie R.* 1935
Shanley, Rev. John J. ..1934
Shea, John P. 1919
Shelly, Joseph A. 1932
Sheridan, Rosemary A.* 1935
Silverman, William J. ..1934
Slachta, Irene** 1922
Slattery, Margaret R. (Mrs. Towers) 1929
Slowey, Regina M. 1934
Smith, Kathryn E. 1931
Stanton, Anna Bell 1933
Stanton, Rev. Martin W.** 1934
Stanton, Roseclaire (Mrs. Cooper)* 1931
Stapleton, Mary E. 1921
Stegman, Natalie O. 1931

STRUTH, CATHERINE C. ..1921
SULLIVAN, KATHERINE C. 1918
SULLIVAN, ROSALIE M. (MRS. PARRETT) 1937
SWEENEY, MRS. ANNA 1921
SWEENEY, JULIA C. 1925
TACKNEY, JAMES J.* 1932
THOMAS, MRS. HELEN F. .1923
TOOMEY, MARGARET 1919
TRAVERS, PAUL D.* 1936
TURNER, KATHRYN E. 1922
UNTEREINER, HARRIET R. .1931
WALSH, MICHAEL J.* 1934
WEIKSNER, EMMA O. 1921
WEINHOUSE, DAVID J. B. 1935
WEINIG, MARGARET* 1927
WELLING, AGNES B. 1936
WELSH, MRS. ADELE 1921
WESTLAKE, CAROLINE J. ..1923
WILLIAMS, MRS. MARY A. 1930
WILSON, HELEN A. 1936
WINTERS, CATHERINE 1918
YOUNG, MAY A. (MRS. POWERS) 1929
ZALOOM, MARIE R. 1937
ZEREGA, ARLENE H. 1933

**Indicates M.A. degree also conferred.*

***Indicates Ph.D. degree also conferred.*

FAIRCHILD AERIAL

FORDHAM UNIVERSITY BULLETIN

ANNOUNCEMENT

OF THE

TWENTY-FIRST SUMMER SESSION

OF THE

GRADUATE SCHOOL

AND

TEACHERS COLLEGE

JULY 6—1938—AUG. 13

FORDHAM ROAD AT THIRD AVENUE
THE BRONX, NEW YORK, N. Y.

April 15, 1938

Published for FORDHAM UNIVERSITY
by FORDHAM UNIVERSITY PRESS,
East Fordham Road, New York, N. Y.

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Academic Calendar

N.B.—Regular classes will be held on Saturday, July 9. Saturday, Aug. 13, will be an examination day.

June 27 . . . . . Registration begins to-day for Undergraduate Students and continues to July 5. Hours, 10 A.M. to 4 P.M., Hughes Hall.
Registration on Saturday, 9 A.M. to 12 M.

June 30 . . . . . Registration begins to-day for Graduate Students and continues on July 1, 2 and 5. Hours, 10 A.M. to 4 P.M., Keating Hall.

July 4 . . . . . Holiday. No registration.

July 5 . . . . . Last day for regular registration. After July 5 a late registration fee of $5.00 will be charged.

July 6 . . . . . Classes begin for Summer Session.

July 8 . . . . . Last day for late registration. No change in courses allowed after this date.

Aug. 12-13 . . . Final examinations for Summer Session.

Sept. 10 . . . . . Re-examination for Summer Session.

OFFICERS *of* ADMINISTRATION
Summer Session, 1938

Rev. Robert I. Gannon, S.J.
President of Fordham University

Rev. Lawrence A. Walsh, S.J.
Dean, Graduate School

Rev. Joseph A. Lennon, S.J.
Dean, Teachers College

Rev. John F. Dwyer, S.J.
Director, Summer Session

Rev. Joseph T. Keating, S.J.
Treasurer

Rev. Leo F. Fey, S.J.
Assistant Treasurer

Christopher M. Waldorf, A.B.
Bursar

John J. Propst, A.B.
Registrar, Graduate School

John J. O'Connor, M.A.
Registrar, Teachers College

Thomas F. Maher, A.B., LL.B., J.S.D.
Assistant Registrar, Teachers College

Rev. Leo I. Hargadon, S.J
Director of Library

William J. Roehbenbeck, A.B., B.L.S.
Librarian of the University

FACULTY

Summer Session, 1938

Leonore Arent, Ph.D. . . . . *Social Studies*
Rev. Joseph Assmuth, S.J. . . . . *Biology*
Alexander Ausili, M.A., LL.D. . . . . *Italian*
Friedrich Baerwald, LL.D. . . . . *Economics*
Alexander Balmain, Ph.D. . . . . *History*
Thos. E. Bamford, Jr., B.A., M.D., Med.Sc.D.
Experimental Psychology
Leo Batten, A.B., LL.B. . . . . *Philosophy*
Rev. Edward Berry, S.J. . . . . *Mathematics*
William J. Bonisteel, Ph.C., M.A. . . . . *Biology*
Rev. George D. Bull, S.J. . . . . *Philosophy*
Rev. Edward B. Bunn, S.J. . . . . *Experimental Psychology*
Rev. Edmund J. Burke, S.J. . . . . *Economics, Biology*
Emilio J. Calvacca, M.A. . . . . *French, Italian*
James Casey, A.B., LL.B. . . . . *Social Studies, Speech*
Emmanuel Chapman, Ph.D. . . . . *Philosophy*
Ernest Chenel, Ph.D. . . . . *French*
Marguerite H. Coleman, M.A. . . . . *Applied Psychology*
John J. Collins, M.A. . . . . *History*
Donald Connors, M.A. . . . . *English*
Joseph F. Connors, M.A. . . . . *Education*
Peter J. Conroy, Ph.G., Ph.D. . . . . *Science*
William J. Conway, M.S., Ph.D. . . . . *Chemistry*
Rev. James T. Cronin, Ph.D. . . . . *Education*
Francis M. Crowley, Ph.D. . . . . *Education*
Rev. Charles Deane, S.J. . . . . *Religion*
Morris C. Deshel, M.A., J.S.D. . . . . *Economics*
Helen T. Dillon, M.A. . . . . *Education*
Charles J. Donahue, Ph.D. . . . . *English*
Rev. Francis P. Donnelly, S.J. . . . . *Education*
Rev. Gustave Dumas, S.J. . . . . *French*

Cyril Egan, B.A.	*Latin*
William P. Finley, Ph.D.	*Education, History*
James Forbes, Ph.D.	*Biology*
Rev. Augustus M. Fremgen, S.J.	*English*
Werner Freudenberg, Ph.D.	*Chemistry*
Ralph P. Gallagher, B.S.	*Applied Psychology*
Rev. Henry J. Gebhard, M.A.	*Education*
George Glasgow, M.A.	*Speech*
William J. Grace, M.A.	*English*
Rev. J. Hunter Guthrie, S.J.	*Philosophy*
A. Collins Healy, M.A.	*Education*
Douglas J. Hennnessy, M.S.	*Chemistry*
Karl F. Herzfeld, Ph.D.	*Physics*
William H. Hines, M.A.	*English*
William P. Hurley, M.S.	*Physics*
Walter A. Hynes, Sc.D.	*Chemistry*
Helen L. Jones, M.A.	*Science, Education*
James J. Kearney, M.A.	*French*
Joseph F. Kubis, Ph.D.	*Experimental Psychology*
Helen M. Lane, M.A.	*Spanish*
William J. Leen, M.A.	*Sociology*
Rev. John J. Lynch, S.J.	*Physics*
Constance McGlinchey	*Music*
Harry McNeill, Ph.D., Ag.	*Philosophy*
Quinn McNemar, Ph.D.	*Education*
William T. McNiff, M.A.	*Physics*
Rev. Aloysius Mack, S.J.	*Religion*
Lawrence J. Mannion, M.A.	*History*
Rev. Moorhouse I. X. Millar, S.J.	*Poltical History and Theory*
Joseph F. Moriarty, M.A., LL.B.	*Education, English*
Rev. Joseph B. Muenzen, S.J.	*Chemistry*
James A. Mullen, Ph.D.	*Biology*
Thomas P. Oakley, Ph.D.	*History*
Rev. John J. O'Connor, S.J.	*Latin*
Rev. Charles J. O'Neill, S.J.	*Social Studies*
Jeremiah F. O'Sullivan, Ph.D.	*History*
Charles E. Overholser, M.A.	*German*
Anton C. Pegis, Ph.D.	*Philosophy*
John M. Pittaro, M.A.	*Education, French*

Louis J. Potts, Ph.D., LL.M.
Law, Government and International Affairs

John Reber, M.A., Litt.D. . . . . *English*

John Redden, Ph.D. . . . . *Education*

M. Gertrude Reiman, Ph.D. . . . . *Experimental Psychology*

Edward A. Robinson, M.A. . . . . *Classics*

Robert T. Rock, Ph.D. . . . . *Education*

Francis A. Ryan, Ph.D. . . . . *Education*

Sister St. Jeanne, C.N.D. . . . . *Education*

John J. Savage, Ph.D. . . . . *Classics*

Elizabeth W. Scanlon, Ph.D. . . . . *Education*

Joachim R. Scoppa, M.A. . . . . *Education*

John Schuler, Ph.D. . . . . *History*

William T. Shields, B.S. . . . . *Mathematics*

Rev. Martin Smith, S.J. . . . . *Education*

Irma deB. Sompayrac . . . . . *Art*

Daniel J. Sullivan, M.A. . . . . *Philosophy*

Rev. Walter G. Summers, S.J. . . . *Experimental Psychology*

Rev. William T. Tallon, S.J. . . . . *Latin*

James E. Tobin, Ph.D. . . . . *English*

Rev. John J. Toohey, S.J. . . . . *Philosophy*

Fernand Vial, Ph.D. . . . . *French*

Vica F. Waldron, B.S. . . . . *Applied Psychology*

Rev. Gerald G. Walsh, S.J. . . . . *Italian*

Frank D. Whalen, Ph.D. . . . . *Education*

Max S. Wilkes, M.A. . . . . *Art*

Leo K. Yanowski, Ph.D. . . . . *Chemistry*

Introducing the Summer Session, 1938

FORDHAM UNIVERSITY, conducted by the Fathers of the Society of Jesus and their associates, will open its twenty-first Summer Session on Wednesday, July 6. The Session will close Saturday, August 13.

Courses in the subjects hereafter specified will be open to the following classes of men and women students:

(*a*) Candidates for the baccalaureate degrees (undergraduates) who desire to shorten the period of residence or to make up deficiencies. *Cf.* Announcement of Teachers College, page 31.

(*b*) Non-matriculated students, teachers in the elementary and secondary schools, college instructors, and others wishing courses in some special branches. *Cf.* pages 22 and 31.

(*c*) Candidates for the higher degrees (graduate students). *Cf.* Announcement of the Graduate School, page 22.

Each course will consist of thirty classroom hours or their equivalent of sixty hours in laboratory work. Written examinations will be held at the close of the session.

N.B.—Students from other Colleges and Universities who wish to attend the Fordham Summer School should secure written permission from their Dean. This permission should specify by catalogue number and title just which courses in this catalogue will be accepted for credit by their own Dean.

Location

The Summer Session classes are conducted, unless there is an explicit note otherwise, in the nineteen buildings on the University's spacious campus at Fordham Road and Third Avenue, The Bronx, New York City.

This site makes Fordham easily accessible by railroad, subway, elevated, surface car, bus and private auto, from all parts of New York City, Westchester County, western Connecticut and northeastern New Jersey. The campus provides abundant parking space for private cars in two large parking fields.

Fordham University adjoins extensive Bronx Park, with its Botanical Gardens and the Gardens of the New York Zoological Society. It is also convenient to the great New York Public Library, Metropolitan Museum of Art, the American Museum of Natural History, and the other public and private educational aids of Greater New York.

For the convenience of recreational and relaxation facilities, see under Activities, page 17.

TOP ..... *Reading Room—Duane Library*
MIDDLE .. *Keating Hall Cafeteria*
BOTTOM .. *Private Laboratory for Graduate in Biology*

Offices and Registration

(For the dates and hours of registration, please refer to page 7)

Registration for the Summer Session should be completed by July 5. After this date, a late registration fee of $5.00 is charged. Classes start at 9.00 A.M. on July 6. Positively no changes in classes will be accepted after July 8. Note that classes will be held on Saturday, July 9, and that Saturday, August 13, is one of the examination days.

Students in all departments except Biology, Chemistry, and Physics, are limited to six (6) points of course work during the Summer Session.

Undergraduate Students will register at the temporary office of the Registrar of Teachers College, on the first floor of Hughes Hall.

Graduate students will register at the office of the Registrar of the Graduate School, Room 222 on the second floor of Keating Hall.

Fees, Expenses and Treasurer's Regulations

For a detailed statement of all fees and expenses, the student is referred to the special announcements of the Graduate School on page 30 and of the Teachers College on page 42. Prospective Resident students will please consult P. 18, and Brothers and Nuns, the special note on page 42.

Rules of the University prescribe that the University, tuition, and laboratory fees are payable before attendance at any lecture or laboratory period, unless other arrangements have been made with the Assistant Treasurer. No student will be admitted to a class without presenting to the professor of that class a class-admission card stamped by the bursar.

Even in the cases where special arrangements have been made with the Assistant Treasurer or where students take advantage of the extension of time for the payment of fees, the University fee of $5.00 must be paid at the time of registration.

All fees are subject to change at the discretion of the Trustees of the University.

No consideration will be given to applications for refunds unless the student has given notice to the Registrar of withdrawal from a course. No fee paid or any portion thereof is returnable upon a student's withdrawal from the University. Where illness, physical disability or any extraordinary circumstances require a student to leave, he may file with the Treasurer a written statement of the cause of such withdrawal, accompanied by a statement from the Registrar giving the date of such withdrawal. The "date of withdrawal" is the date on which the student has actually notified the Registrar. Thereupon the University will take under consideration the equities of the case; but in no case will any University fee be refunded. There will be no refunds for withdrawals after July 25th.

Religious Facilities

Holy Mass will be offered daily at 6.30, 7.00, 7.30 and 8.20 o'clock in the University Church of Our Lady, Mediatrix of All Graces. Mass will also be offered in the Sacred Heart Chapel, on the first floor of Dealy Hall, at 8.00 A.M. on all classdays.

The weekly conference will be given by an experienced Jesuit retreat master on Friday afternoon at 1.30 o'clock in the University Church. Benediction of the Most Blessed Sacrament will follow this conference.

Confessors will be at the service of the students at convenient times.

The University Church, as well as the Chapel of the Sacred Heart in Dealy Hall, will be open at all times for prayer and visits to the Blessed Sacrament.

For spiritual reading, a wide selection of volumes will be found in Duane Library. For the convenience of students, a list of books in this category will be found posted on the library bulletin board. Many of the more recent spiritual books will be found in the *Faith and Reason* section of the browsing room, on the main floor of the library, north wing.

During the summer, many prefer for spiritual reading, short, compact pamphlets, which may easily be carried and read while travelling. For them the pamphlet rack in the office of the Dean of Discipline of Fordham College, on the first floor of Dealy Hall, will be available.

Library

The full library facilities of Fordham University are placed at the service of the Summer Session students. The main University library, Duane Library, on the campus, is open on all class days during the Summer Session from 9 A.M. to 5 P.M., and on Sundays and Saturdays when class is not held, from 2 to 6 P.M.

The Libraries of Fordham University house 170,000 bound volumes, carefully chosen to satisfy the needs of both the general student and the research scholar. This number does not include 61,000 pamphlets and brochures the University possesses.

Exchange courtesies are maintained with the Congressional Library, Washington, D. C.; with the New York State Library, Albany, N. Y., and with the larger university libraries throughout the country.

Students may also avail themselves of the 2,000,000 volumes of the New York Public Library, whose reference rooms are located at Fifth Avenue and 42d Street. To relieve congestion, however, the city library authorities ask that only books unavailable in the University libraries be consulted. Material which is essential for graduate work may, however, be obtained for reference-room use by applying to the librarian at Fordham University Library for reference permission cards.

The restricted libraries are also open to advanced students who are properly approved and identified by the University.

Fordham University students are fortunate in the accessibility of the following museums and library facilities:

American Geographical Society of New York, Broadway at 156th Street.
American Museum of Natural History, Columbus Avenue at 77th Street.
American Society of Civil Engineers, 29 West 39th Street.
British Library of Information, 270 Madison Avenue.
Foreign Policy Association, 8 West 40th Street.
Metropolitan Museum of Art, Fifth Avenue at 82d Street.
Museum of the City of New York, Fifth Avenue at 104th Street.
New York Academy of Medicine, Fifth Avenue at 103d Street.
New York City Department of Education, 1220 Fifth Avenue.
New York State Historical Society, 170 Central Park West.
New York City Aquarium, Battery Park.
New York Botanical Gardens and Museum (Bronx Park).
New York Zoological Gardens and Library (Bronx Park).

Cafeteria Service

The new Keating Hall Cafeteria, equipped to serve 500 persons at one sitting, will be open every class day from 7.30 A.M. Complete meals or light luncheons will be served at popular prices.

Arrangements for charge accounts may be made at the Cafeteria by Religious who find such a plan more convenient.

Bookstore

Necessary text-books for Summer Session courses, together with classroom supplies and stationery, may be purchased at the Fordham University Bookstore on the campus.

Mail

Mail for Summer Session students will be distributed regularly from the office of the Director of the Summer Session in Hughes Hall. Special mail-boxes may be rented at the rate of fifty cents per person for the period of the Summer Session. Twenty-five cents of this amount is returnable when the mail-box key is returned at the end of the session. Persons desiring this service should apply to the Director of Summer Session.

For outgoing mail, a U. S. Postal Service box, from which frequent collections are made, will be found at the rear entrance to the Administration Building. Postage stamps are on sale at the Fordham University Bookstore.

Activities for Culture and Recreation

Both Religious and lay students in attendance at the Fordham Summer Session will find opportunities for cultural and recreational activities suited to their needs.

A program of lectures, conferences, exhibits and excursions, together with a variety of summer games, entertainments and social meetings adapted to the needs of both groups, is in preparation for the summer of 1937.

Detailed announcements of these events will be found in the Fordham University *Summer Session News*, an official bulletin of news and announcements, which appears periodically during the Session. The first number will be ready on June 27, the opening day of registration.

In addition to the facilities of the campus, the city's wealth of museums, galleries and concerts is available for all. The public recreational facilities of Greater New York are also at hand for the lay student. Many beaches on the Long Island and Connecticut shores can be reached even on the afternoon of class days. Boating, horseback riding, and golf, may be enjoyed in nearby Pelham Park. The mountains of southern New York and northeastern New Jersey and the New Jersey coast resorts can be reached for week-end holidays.

During the Session there will be held an exhibit of books, teaching aids and school supplies of interest to teachers and administrators.

Residence Accommodations

On-Campus Residence Facilities are available for men in Dealy Hall, subject to the following terms and regulations:

Single room in Dealy Hall	Per session	$25.00
Evening Dinner	" "	25.00

Dinner is served, family style, in Dealy Hall dining room, at 5.30 P.M. No allowance can be made for omitted meals or week-end absences. Breakfast and luncheon are not served in Dealy Hall, nor are they included in the charges above. They may be secured, at a time convenient to each one, in Keating Hall Cafeteria. The student should allow a minimum of $25.00 for this item during the session.

Fordham University will hold resident students strictly responsible for the observation of all University regulations; it reserves the right to cancel residence accommodations at any time for failure to observe them.

Priests in residence will be provided with facilities for the daily celebration of Holy Mass.

A deposit of $5.00 on account must accompany each request for residence accommodations. The remainder is payable at the office of the Treasurer of the University before residence reservations are claimed. The deposit on account will be refunded, if formal notice of cancellation of residence accommodations is given in writing before July 1st.

Residence boarding service will begin with dinner on Tuesday evening, July 5th, and will end with breakfast on Sunday, August 14th. Rooms may be occupied July 2nd, through August 15th.

Off-Campus Residence Facilities for women students, are arranged through the Catholic Room Registry, which is under the direction of Mrs. Yvonne G. Sayres. The Catholic Room Registry is located at the headquarters of the League of Catholic Women, at 415 Lexington Ave., at the corner of 43rd St., opposite the Grand Central Terminal. It is open every week-day from nine until six o'clock; on Saturdays from nine until one o'clock. Its service is gratis. Any one interested in the service of the Registry, may write to the above address or telephone, Murray Hill 2-0581; or write to the Director of Summer Session, Fordham University, New York, N. Y.

Knights of Columbus Boy Leadership Course

In cooperation with the Fordham University Summer Session, the staff of the Boy Life Bureau of the Knights of Columbus will conduct a Summer School of Boy Leadership at Fordham University from July 17 to July 23, inclusive. The school will consist of a practical, 30-hour non-credit course. Those who wish further details should write for the special bulletin of this course, to one of the following officers: Mr. John J. Contway, Executive Secretary, Knights of Columbus Boy Life Bureau, New Haven, Conn., or the Director of the Summer Session, Fordham University, New York, N. Y.

Laboratory Facilities

Biology: In addition to the large and small class laboratories, for macroscopic and microscopic observation, there are ten individual modernly equipped cubicles for Graduate Students carrying out their problems of research.

The special equipment available in Larkin Hall for research work are the following: Custom Sartorius microtome capable of cutting sections .5 of a micron, Sartorius embedding oven with a supersensitive thermostat control, Zeiss stereoscopic dissecting microscope, Greenough dissecting microscopes and Zeiss aquarium microscopes, Zeiss binocular research microscopes with latest optical equipment, complete collection of life histories and orders of insects, most complete collection of British India termites, nests and examples of destruction.

The photographic laboratory is fully equipped with a Zeiss photomicrographic apparatus and enlarger. For class demonstration there is a new "mitosis apparatus," showing the various phases of cell division "in actu." The departmental library contains most of the important biological publications of America and Europe. On the University Campus a new greenhouse has been constructed for purposes of botanical research.

Chemistry: The Department of Chemistry is housed in Chemistry Hall at the Bathgate Avenue entrance to the Fordham campus. In addition to class laboratories for the teaching of general inorganic, physical, organic, physiological, qualitative, quantitative and micro-analysis, there are thirteen smaller laboratories especially equipped with modern services and facilities for research.

The Department is equipped with all apparatus and instruments necessary and conducive for carrying on the highest type of work in the field of chemistry, including a fully equipped laboratory for microanalysis, facilities for work with all types of experimental animals, polarimeters, Barcroft-Warburg, Van Slyke and Deuterium distilling apparatus, high precision constant temperature water-baths, low and high pressure autoclaves. A library and supply room are maintained in the chemistry building.

Physics: The Physics Department is housed in Freeman Hall, a four-story Gothic building. Two large amphitheatres and four smaller quiz rooms occupy the lecture floor. The rest of the building is given over to shops and laboratories.

The Seismic Observatory adjoins the physics building. It contains the largest seismic vault in the country and the most complete equipment available. Wiechert (horizontal), Milne-Shaw (2 components), Galitzin Wilip (3 components), Wood Anderson (2 components, short period), and Benioff vertical (long and short period galvanometer) instruments are in operation and afford the geophysical student a more complete instrumental equipment than exists at any other seismic observatory in the world. The observatory has been in operation since 1910.

Experimental Psychology: The laboratories of the Department of Psychology are located on the third floor of Keating Hall. In addition to a large general laboratory for fundamental experimental work there are available numerous research rooms for advanced experimental work and individual research. Smaller laboratories are equipped for photographic work, vision and sound experimentation, delicate electrical work in the matter of action potentials, electroencephalography, and electrocardiography. A special laboratory is devoted to the scientific detection of deception. Besides the standard equipment generally employed in psychological laboratories the Department of Psychology has numerous valuable instruments which have been devised and perfected within its own laboratories. Spacious, well-equipped, carefully planned, the laboratories form one of the best integrated units of its kind in the country.

Two clinics are maintained by the department, a college guidance clinic and a child guidance clinic. The purpose of the College Clinic is to determine the students special abilities and aptitudes, his ineptitudes, and to aid him in his choice of a proper vocation. The Child Guidance Clinic is maintained for a twofold purpose: to provide diagnostic and treatment service for behavior and personality problems of children of elementary and high school age, and to furnish opportunity and material for clinical study to graduate students in psychology. The permanent staff of a psychiatrist, psychologist and a psychiatric social worker is supplemented by student assistants who are drawn from the Department of Psychology and the School of Social Service and who are given training and supervision in their respective fields. A number of small examining rooms are used for individual interviews and testing. Both clinics are equipped with complete batteries of the

best intelligence, performance and aptitude tests which are employed in clinical and guidance procedures.

A pre-school nursery has been established for the purposes of research in Child Psychology and observations of child behavior. The children who attend are normal children, carefully selected on the basis of physical and psychological examinations administered by members of the staff. The nursery itself is separated from the observatory by means of a one-way screen. Both are adequately equipped for their special uses. The nursery room is planned solely for the children's use. The equipment and play materials are chosen to meet the particular needs and interests of children of pre-school age providing them with opportunities for proper intellectual, moral, physical and social development.

Announcement of
THE GRADUATE SCHOOL

Admission

The following classes of students, both men and women, may be admitted to the Graduate School of Fordham University, provided, by their previous scholastic record, they give promise to pursue satisfactorily advanced study and research:

1. Students who have received a Bachelor's degree from one of the three undergraduate departments of Fordham University or from a college whose requirements for the degree are substantially equivalent.

2. Students who have received a Bachelor's degree from a college whose requirements for the degree have been evaluated by the Committee on Admissions as less than one year short of the requirements at Fordham University. Such a student must make up the deficiency before he can be accepted as a candidate for a graduate degree.

3. Students in their Senior year at Fordham University who require not more than twelve semester hours for the completion of their undergraduate work.

In addition, qualified students who are not candidates for a graduate degree may be admitted to graduate courses with the permission of the Head of Department (professor) as nonmatriculated students. Such students are expected to conform to the same standards of attendance and scholarship as are required of matriculated students.

A student seeking admission to the Graduate School should make application at as early a date as possible. He should obtain from the Registrar an application blank, which he should fill out and return, together with an official transcript of his undergraduate record. Late applicants who do not submit credentials may be admitted provisionally.

Under no circumstance will any student be allowed to pursue his work in any department beyond the expiration of the first semester on the basis of provisional matriculation, nor will any credits obtained while the student is only provisionally matriculated be certified by the Registrar for use at any other institution.

A student is not definitely admitted until his application and complete credentials are on file in the office of the Graduate School.

Admission to the Graduate School does not imply acceptance as a candidate for a degree.

Registration

When a student has been admitted to the Graduate School, he should consult the Head of the Department in which he intends to do his major work. The written approval of the Head of Department or of a delegated professor of the department is required in advance at each registration for any course work creditable toward a graduate degree. The approval of a program may be obtained during the days of registration prior to the beginning of each semester. When the student has received the written approval of his program, he should present the same at the Graduate School office and complete his registration. Students who have not completed registration are not admitted to class.

Students are obliged to register each semester during which they are attending courses, and after the completion of course requirements, each Fall and Spring Semester until the degree is awarded.

Courses Open to Undergraduate Students

Courses numbered in this catalogue from S100 to S199, intended primarily for graduate students, are open to properly qualified undergraduates who have satisfactorily completed a minimum of twelve undergraduate semester credits in the subject they wish to pursue and who have maintained a grade of C in these prerequisite undergraduate courses. Undergraduate students must apply for such courses at the office of their Dean and upon the satisfactory completion of these courses will receive credit for the same in accordance with the regulations of their undergraduate department.

Graduate Work Done in Other Institutions

Graduate work done in residence at other institutions and not used in fulfilment of the requirements for a graduate degree may be offered in partial fulfilment of the course requirements for a graduate degree at Fordham University, provided that approval is obtained from the Head of Department and the Dean. Students applying for advanced credit must submit an official transcript of record of this graduate work to the office of the Registrar. Not more than six credits will be accepted, and these only conditionally, until a minimum of eighteen credits of graduate course work has been completed at Fordham University. Such an award of credit does not exempt any student from any part of the comprehensive examinations or from any part of the tuition set by the University for the minimum course requirements for graduate degrees.

Examinations and Grades

To receive credit for a course, students must be in regular attendance throughout a semester and pass a satisfactory written examination. The passing grade for all graduate courses is C. A student who receives a grade lower than the passing grade is failed. Failures are not removable except by a repetition of the semester course as a whole.

Students who have been in regular attendance at a course and who for some good reason are prevented from taking the examination of the course, may take a deferred examination. An application for such an examination and the payment of an additional fee of $3.00 for each examination must be made in advance of the dates indicated in the calendar.

Students whose course work is incomplete on the last day of the course, but satisfactory as far as done, will be so marked. To remove this grade of "Incomplete" and to receive credit for the course, all requirements of a semester's course must be completed by the date set for deferred examinations of that semester and an additional fee of $3.00 must be paid.

Assistantships

The University offers a number of graduate assistantships for graduate students who wish to qualify for advanced degrees.

Assistants will be expected to aid the members of the faculty in laboratory and research. The remainder of their time must be devoted to graduate study.

Applicants must have a Bachelor's degree from a recognized college and acceptable undergraduate preparation in the particular field of study chosen for graduate work.

Assistants are appointed for a period of one year. Reappointment is made on the basis of the first year's record. Assistantships may be terminated by the Dean of the Graduate School for unsatisfactory work or violation of the conditions of the award.

Assistants will receive a stipend ranging from $275 to $900 a year and will be obliged to pay all fees.

Graduate Scholarships

The University grants a number of full scholarships and partial scholarships to be distributed among all the departments of the Graduate School. These awards are made principally on the basis of the applicants' undergraduate and graduate records. Applicants must possess a Bachelor's degree, show an acceptable undergraduate preparation in the particular field of study chosen for graduate study and be willing to devote full time to graduate study for a period of two years.

Scholarships may be terminated by the Dean of the Graduate School for unsatisfactory work or violation of the conditions of the award.

Application blanks for assistantships and scholarships may be obtained from the Registrar of the Graduate School and should be returned to the Dean of the Graduate School, with a complete transcript of the applicant's undergraduate and graduate record not later than April 1.

General Requirements for the Master's Degree

Residence:

One full year of residence is required. Students who plan to devote only one full year in residence should arrange to satisfy this requirement while completing course work and the writing of their dissertation.

Time Limit:

While it is possible for exceptional students to finish requirements for the M.A. within one scholastic year, a longer period of time is normally necessary. All work, however, must be completed within five years. No credit will be given for courses completed more than five years before the granting of the degree.

Language Requirement:

A reading knowledge of French or German is required for every applicant for the Master's degree. (The particular regulations of each department should be consulted.) This requirement is satisfied only by written examination. Such examinations are offered four times a year (during the third week of November, February and May and during the first week of August) and may be taken on any one of those occasions. However, the examination must be satisfactorily passed before the student may present himself for the comprehensive examination.

Course Requirements:

All students are required to complete successfully a minimum of twenty-four semester hours of course work, arranged with the approval of their mentor.

An additional six points of credit are granted for the methods and research completed in the preparation of the accepted dissertation.

Scholastic Philosophy:

In all departments of the Graduate School the minimum program of course requirements must include the course, PHIL. 215 or PHIL. 216, as a minor field of study. Students who have successfully completed sufficient undergraduate courses in Scholastic Philosophy may be excused from this requirement.

Comprehensive Examination:

A comprehensive examination is required by all departments. This examination may be oral or written or both according to the regulations of the department and may be taken no earlier than the date set for this examination in the last semester of course work. Application for this examination must have the signed approval of the mentor and must be presented to the Registrar two weeks before the date of the

examination. Upon failure to pass this examination, a second examination may be taken the following semester. If the second examination is unsatisfactory, no further trial will be permitted.

Dissertation:

All students are required to present a dissertation which must be approved by the mentor and accepted by three of four examiners. No one may present a dissertation more than twice for formal examination.

The detailed regulations governing the preparation and presentation of the dissertation may be obtained in the University Bookstore uptown.

When submitting the final copies of the dissertation for binding, students should also present a summary of their findings, limited to 200 words, and suitable for publication in the *Abstracts of Dissertations* bulletin issued by the Graduate School.

General Requirements for the Degree of Doctor of Philosophy

Residence:

Two years in residence are required for this degree. After all course requirements and the comprehensive examination have been satisfactorily completed, students are advised to spend one of the two years in residence in the preparation of the dissertation.

Time Limit:

Full-time students may complete requirements in two years. All work must be completed within five years. No credit will be given for courses completed more than five years before the granting of the degree.

Language Requirement:

A reading knowledge of French and German is required of every applicant for the Doctor's degree. (The particular requirements of each department should be consulted.) This requirement is satisfied only by written examination. Such examinations are offered four times a year (during the third week of November, February and May and during the first week of August) and may be taken on any one of those occasions. Students should take the language examinations as soon after matriculation as possible, but under no circumstances later than two semesters before their comprehensive examinations.

Course Requirements:

All students are required to complete successfully a minimum of sixty semester hours of course work beyond the Bachelor's degree. The program of studies for the Doctor's degree must be arranged with the approval of their mentor.

It should be further noted that the sixty credits usually required in course work represent an absolute minimum and that additional course work may be required by the Faculty Committee of a Department.

Scholastic Philosophy:

In all departments of the Graduate School the minimum program of course requirements must include the course, PHIL. 215 or PHIL. 216, as a minor field of study. Candidates who have already taken Part·I or Part II of Fundamentals of Scholastic Philosophy for the Master's degree, must take for the degree of Doctor of Philosophy the complementary course in Fundamentals of Scholastic Philosophy. Students who have successsfully completed sufficient undergraduate courses in Scholastic Philosophy may be excused from this requirement.

Comprehensive Examination:

A comprehensive examination is required for all departments. This examination may be oral or written or both, according to the regulations of the department and may not be taken until all course requirements have been completed satisfactorily. Application for this examination offered regularly in February and June of each year must have the signed approval of the mentor and must be presented to the Registrar two weeks before the date of this examination. Upon failure to pass this examination, a second examination may be taken with the approval of the mentor. If the second trial is unsatisfactory, no further examination will be set.

Dissertation:

All students are required to present a dissertation, which must be approved by the mentor and accepted by three of four examiners. No one may present a dissertation more than twice for the formal examination.

The detailed regulations governing the preparation and presentation of the dissertation may be obtained in the University Bookstore uptown.

When submitting the final copies of the dissertation for binding, students should also present a summary of their findings, limited to 1,000 words, and suitable for publication in the *Abstracts of Dissertations* bulletin issued by the Graduate School. Copies of these bulletins may be obtained in the University Bookstore on the Campus.

Oral Examination:

All candidates must take an oral examination in the general field of their work and in the specific subject treated in the dissertation.

Graduate School Fees and Expenses

I. University fee (for all students), payable at each registration ..... $ 5.00

N.B.—Graduate students, working *in absentia* on their dissertation, must be registered for each session (Fall and Spring) from the completion of their last course in residence to the acceptance of their dissertation.

II. Late registration fee as noted in calendar 5.00

III. Tuition Fees:

A. For degree students—per point 10.00
(Except where a special fee is fixed for a course.)

N.B.—Students who receive advance credit for work done in other universities will be required to pay the tuition fees for the same at Fordham University.

B. For non-matriculated students:
Tuition: per point 10.00

N.B.—Students not desiring graduate credit for courses numbered below 200 ..... 7.50

IV. Library Fee—per point of tuition 1.00

V. Examination Fees:

A. Fees for degree examinations (payable when the series of examinations begin):

Master's 25.00
Including written comprehensive examination, reading of dissertation (and, for M.S. students, final oral examinations).

Doctor's 50.00
Including written comprehensive examination, reading of dissertation, and final oral examination.

Each candidate on each occasion when he presents himself for a degree must pay the usual charges noted in our catalogue for such examinations. For example, a candidate whose dissertation has been rejected must, on the second presentation of his dissertation, pay the full examination fee a second time.

B. Fee for deferred term examinations (Cf. p. 26) 3.00

C. Fee for removal of incomplete grade (Cf. p. 26) 3.00

VI. Fee (required) for binding three copies of dissertation 5.00

VII. Diploma Fee:
Master's 15.00
Doctor's 25.00

N.B.—Checks should be made payable to Fordham University.

Announcement of
TEACHERS COLLEGE

Admission

The following classes of students, both men and women, may be admitted to Teachers College:

1. High School graduates who have successfully completed the regular requirements for college entrance.

2. Candidates who have not fully completed the requirements for admission, but who are regarded as qualified to pursue college work successfully, may, for weighty reasons, be admitted conditionally. No general rule will be stated for such admission, but each case will be treated individually on its merits. The Registrar will be glad to advise such candidates concerning their admission. In all cases, a candidate admitted with deficiencies must remove such deficiencies within a year.

3. Teachers in Service who wish to take alertness courses or further professional work in preparation for higher licenses.

4. College graduates who need further professional work to qualify for teacher certification in the elementary and secondary schools.

5. Students who wish to make up requirements which they lack for admission to Law School, Medical School, Dental School, etc.

6. A limited number of adults who do not wish to matriculate for any degree, but who are interested in their own further cultural development.

N.B.—Students from other colleges and Universities who wish to attend the Fordham Summer Session should secure written permission from their Dean. This permission should specify by catalogue number and title just which courses in this catalogue will be accepted for credit by their own Dean.

Matriculation

Candidates for a degree must observe the following procedure:

1. They must fill out an application blank which will be furnished by the Registrar's office.

2. They must file with the Registrar of Teachers College an official transcript of record from all high schools which they have attended. The Registrar's office will furnish blanks for this purpose.

3. If they wish admission to advanced standing, they must file with the Registrar of Teachers College an official transcript (not students' report cards) of all courses for which they seek credit.

4. If the Committee on Admissions passes favorably on the applicant's credentials, the applicant will be given a program booklet containing an outline of the courses which must be taken for a degree.

General Entrance Requirements

Candidates for admission to the Freshman Class must present evidence of their graduation with diploma from a four-year high school course in a school accredited by the New York State Regents. They must also submit a detailed record of their high school work. This record must represent at least 16 units distributed over four full years, and must be accompanied by a certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their high school course. Students must also furnish certificates of good moral character, and of honorable withdrawal from the school they last attended.

A unit is the value given to a study which is pursued 5 periods a week for approximately 45 minutes for each period, for 38 weeks (190 school days) and involving an equal amount of time in preparation outside of the classroom.

The credits offered for entrance into the regular Freshman Class must include the following subjects:

English (four years)	4 units
Mathematics—Elementary Algebra and Plane Geometry	2 units
History, Economics or Civics	2 units
Foreign Language (two years)	2 units
Electives (three of which must be cultural)	6 units

The units must be so distributed that three units will be offered from one of the following groups:

Classical Languages	Mathematics
Modern Languages other than English	Science
History, Civics, Economics	

The three units beyond the thirteen required cultural units may be elected from any major subject for which the high school allows credit.

Requirements for B.S. Degree

Apologetics	8
Economics	4
English	12
History	12
Modern Language	8
Philosophy	32
Public Speaking	2
Science	16
* Electives	36
	130

* Electives in the Cultural group are to be chosen, with the advice and consent of the Dean, from the student's major and minor fields.

Requirements for Bachelor of Science in Education

Bachelor of Science in Secondary Education

Required Cultural Courses	72
Elective Cultural Courses	28–30
Required Professional Courses	26–28
Required for Degree	128

Bachelor of Science in Elementary Education

Required Cultural Courses	72
Elective Cultural Courses	20
Required Professional Courses	36
Required for Degree	128

GROUP I

Cultural Subjects

ART. 50	Appreciation of Art.
ENG. 5	English Composition, I.
ENG. 6	English Composition, II.
ENG. 13	Poetry.
ENG. 17	Oratory.
ENG. 21	Introduction to Literature, I.
ENG. 22	Introduction to Literature, II.
HIST. 3	Middle Ages, I.
HIST. 4	Middle Ages, II.
HIST. 5	Early Modern European History.
HIST. 6	Modern European History, 18th Century to Present.
LANGUAGE	College I.
	College II.
	College III.
PHIL. 1	Introduction to Philosophy and Philosophy of Nature.
PHIL. 2	General Psychology, I.
PHIL. 3	General Psychology, II.
PHIL. 4	Philosophy of Being.
PHIL. 5	Philosophy of Being and Logic.
PHIL. 6	Theories of Knowledge.
PHIL. 7	Natural Theology.
PHIL. 8	General Ethics.
PHIL. 9	Individual Ethics.

Pol. 13	Economics, I.
Pol. 14	Economics, II.
Sci. 1	General Science, I.
Sci. 2	General Science, II.
Sci.	Science Elective.
Sci. 23	Physiology and Hygiene, I.
Sci. 24	Physiology and Hygiene, II.
Speech 1	Voice and Diction, I.
Speech 2	Voice and Diction, II.
Rel. 11	Popular Apologetics, I.
Rel. 12	Popular Apologetics, II.
Rel. 13	Sociological Values of Religion, I.
Rel. 14	Sociological Values of Religion, II.

GROUP II

Secondary Education

Educ. 11	History of Education, I.
Educ. 12	History of Education, II.
Educ. 13	Philosophy of Education, I.
Educ. 14	Philosophy of Education, II.
Educ. 17	Principles of Secondary Education.
Educ. 18	Methods and Problems of Secondary Education.
Educ. 31	Educational Psychology, I.
Educ. 32	Educational Psychology, II.
Educ. 37	Elements of Achievement Testing.
Educ. 38	Elements of Intelligence Testing.
	Special Methods (2-4).
Educ. 41	Observation and Practice Teaching.

GROUP III

Elementary Education

Required

Educ. 11-12	4 credits	History of Education, I and II.
Educ. 13-14	4 "	Philosophy of Education.
Educ. 15	2 "	Principles of Elementary Education.
Educ. 16	2 "	Methods and Problems of Elementary Education.
Educ. 29-30	4 "	Study of the Child.
Educ. 41	4 "	Directed Observance and Practice Teaching.

Educ. 101	2 credits	Arithmetic for Elementary School Teachers.
Educ. 103	2 "	Reading in the Elementary Grades.
Educ. 105	2 "	English for Elementary School Teachers.
Educ. 112	2 "	Health Education for Elementary School Teachers.
Educ. 108-9	4 "	Religion for Elementary School Teachers.
	32	

Electives (4)

Educ. 104	2 credits	Visual Aids for Elementary School Teachers.
Educ. 110	2 "	Music for Elementary School Teachers.
Educ. 111	2 "	Drawing for Elementary School Teachers.
Educ. 107	2 "	Social Studies for Elementary School Teachers.

Designation of Classes

Membership in any class of Teachers College will be designated by the amount of total credit earned as follows:

Freshman Class ..... less than 32 credits
Sophomore Class ..... 32 to 64 credits
Junior Class ..... 64 to 96 credits
Senior Class ..... over 96 credits

Suggested Sequence of Courses

B.S. IN EDUCATION

FRESHMAN YEAR

1st Semester

SPEECH	1	Voice and Diction, I.
ENG.	13	Poetry.
ENG.	5	English Composition, I.
HIST.	3	Middle Ages, I.
		College Language, I.
REL.	11	Apologetics, I.
PHIL.	1	Introduction and Philosophy of Nature.
SCI.	1	General Science, I.

2d Semester

SPEECH	2	Voice and Diction, II.
ENG.	17	Oratory.
ENG.	6	English Composition, II.
HIST.	3	Middle Ages, II.
		College Language, II.
REL.	12	Apologetics, II.
PHIL.	2	General Psychology, I.
SCI.	2	General Science, II.

SOPHOMORE YEAR

1st Semester

EDUC.	11	History of Education, I.
ENG.	21	Introduction to Literature, I.
HIST.	5	Early Modern European History.
		College Language, III.
PHIL.	3	General Psychology, II.
REL.	13	Sociological Values of Religion, I.
		Science Elective.
		Electives (2 or 4 points)*

2d Semester

ART	50	Art Appreciation.
EDUC.	12	History of Education, II.
ENG.	22	Introduction to Literature, II.
HIST.	6	Modern European History to Present.
PHIL.	4	Philosophy of Being.
REL.	14	Sociological Values of Religion, II.
		Electives (4 to 6 points)*

JUNIOR YEAR

1st Semester

POL.	13	Economics, I.
EDUC.	13	Introductory Philosophy of Education, I.
EDUC.	17	Principles of Secondary Education.
SCI.	23	Physiology and Hygiene, I.
PHIL.	5	Philosophy of Being and Logic.
		Electives (6 points)

2d Semester

POL.	14	Economics, II.
EDUC.	14	Introductory Philosophy of Education, II.
EDUC.	18	Methods and Problems of Secondary Education.
EDUC.	37	Elements of Achievement Testing.
PHIL.	6	Theories of Knowledge.
SCI.	24	Physiology and Hygiene, I.
		Electives (6 points)

SENIOR YEAR

1st Semester

EDUC.	31	Educational Psychology, I.
EDUC.	38	Elements of Intelligence Testing.
		Special Methods.
PHIL.	7	Natural Theology.
PHIL.	8	General Ethics.
		Electives (6 points)

2d Semester

EDUC.	32	Educational Psychology, II.
		Special Methods, II.
PHIL.	9	Individual and Social Ethics.
EDUC.	41	Observation and Practice Teaching (4 points)
		Electives (0 to 4 points)

Speech Requirements for a Degree

All candidates for a degree must conform to the speech standards of educated, cultured people. For this reason, all students matriculating for the B.S. in Education degree will be expected to take SPEECH 1 and 2 during their first year of attendance at Teachers College.

* Students are urged to register for 18 points in each semester of their Sophomore Year. Electives must be taken in the major and minor field under the direction of the Dean.

Those who fail to attain the desired standard in this course will be obliged to take the Remedial Course, SPEECH 3. They will be obliged to repeat the course in remedial work until such time as the Committee on Speech Standards is satisfied with their oral English.

Furthermore, even those who have successfully completed SPEECH 1 and 2 will be required to take a Speech test at the beginning of their Sophomore, Junior and Senior Years. The purpose of this test is to insure that the Speech standard acquired in their Freshman Year will be retained permanently. Those who fail in the test will be required to enter the Remedial Course for further training.

The Remedial Course will carry no college credit. In all cases, those who are required to take the remedial work must pay the usual fees.

Special cases of speech deficiency, due to physical disability, may receive an Incomplete grading in SPEECH 1 or 2, in lieu of failure. This will allow the student an additional semester in which to attain the improvement necessary for course credit. All Incomplete ratings not removed during the succeeding semester will revert to failure. Students should confer with the Program Adviser regarding improvement procedures.

Students registering for Practice Teaching must present a statement certifying their qualifications before they will be permitted to pursue the course.

Written English

In accord with the view that an educated person is expected, not only to think clearly, but also to express himself with fluency and with force, it is the policy of the school to expect of its students that they will endeavor, in all of their written work, to express their thoughts in as fine a literary manner as they are able. Many students are inclined to regard the application of the principles of composition as important only so long as they remain in the composition class; that once they have obtained a satisfactory grade in that class, the application of the principles is a matter of slight importance. Students are here advised that expression, as well as information, counts in the grading of term papers, examination books and other written work.

It is expected that all matriculated students will register for ENG. 5 in the first semester of their attendance at Teachers College. Special permission from the Registrar's office will be necessary for a student to waive this requirement.

Admission to Graduate Studies

Students of Teachers College, who, at the beginning of any session, are within twelve points of fulfilling the requirements for the Bachelor's degree will be permitted to pursue courses, called graduate and undergraduate, not however, in excess of four points, with a view to offer-

ing them in the Fordham Graduate School in partial fulfilment of the requirement for residence for a second degree; if within eight points, courses not in excess of eight points; if within four points, not in excess of twelve. Should such a student afterwards desire to matriculate for the degree of Master of Arts or Master of Science, the graduate courses previously taken by him under this provision will be accepted in partial fulfilment of the residence requirement for the Master's degree, provided the requirements for this degree are completed within a period of five years. Permission for this privilege must first be obtained from the Dean of the Graduate School.

General Regulations

Absences:

No unexcused absence is permitted. Absences due to sickness or other grave reasons may be excused up to four hours (not days) in a thirty-hour course. More than four hours' absence for any reason will disbar the student from the examinations.

Excuses for absences must be presented to the Registrar's office *immediately* after return to class, not at the end of the session. No consideration will be given to excuses presented at the end of the session.

Excuses must be presented in writing. The following information should be incorporated in the letter of excuse: Date or dates of absence; catalogue number and title of course; day and hour at which the course or courses are given.

Students are held accountable for absences incurred owing to late registration.

Students are required to keep count of their own absences. This information will not be furnished by the Registrar's office. Those who are overcut will be notified at the end of the session before the examinations.

Lateness:

Students are reminded that one cut is incurred for each time they are late for a class.

Candidates for Degree:

Candidates for degrees to be conferred in June or September, must file a Candidate-For-Degree card by the preceding November 1. These cards may be obtained from the Registrar.

Withdrawal:

Students are requested to notify the Registrar (not the class instructor) upon withdrawal from a course. Those who fail to do this have a permanent record of "Unofficial Withdrawal."

Change of Address, Name:

Students are urged to notify the Registrar promptly when they change either their name or address.

Credits:

A credit represents one hour of class or lecture work or at least two hours of laboratory work per week for one semester, together with the necessary preparation.

The credit requirement for the B.S. degree is 130 credits, and for the B.S. in Education 128 credits are required.

Grades and Quality Points:

Final grades are reported by letter only. Each letter grade carries a specified number of quality points per credit and in order to graduate a student must gain not only the number of credits required for the degree, but as many quality points as credits.

The following table shows the scale of grades and quality points:

Grade		*Percentage Equivalent*	*Points Per Credit*
A.	(Excellent)	90-100	4
B.	(Good)	80-89	3
C.	(Fair)	70-79	2
D.	(Poor, but passing)	60-69	1
E.	(Condition)	50-59	0
P.	(Passed re-examination)		1
F.	(Failure)	Below 50	0
Inc.	(Incomplete)		

It is evident that an average grade of C is required for graduation.

The general quality of a student's work is expressed in terms of a quality point—credit ratio, which is obtained by dividing the total number of quality points he has earned by the total number of credits *earned*. Thus a quality point-credit ratio of 1.6 is necessary for graduation.

A student whose record at the close of a term is exceedingly poor, whether because of the number of failures or conditions incurred or because of repeated failure or condition in one course, may, without preliminary warning, be dismissed from the college.

Unless a student does a reasonable amount of work better than C he may be advised to withdraw from the college.

Examinations:

To obtain credit for any course a written examination must be passed at the end of the session. Those who are absent from examinations, unless excused by the Dean, are automatically given a grade of "Condition," and are subject to the rules governing the removal of conditions.

Failures:

In general, a student who has failed in any subject must remove the failure by repeating that subject in class and securing a passing grade.

Conditions:

A condition must be removed by passing the re-examination (see below) during the next semester or it becomes a failure, which must be removed as stated above.

Incompletes:

Students who have successfully passed the final examination in a course, but have not completed term papers, readings or other such work connected with the course, will be given a mark of "incomplete" (Inc.). Unless such work is completed by the next date set for re-examinations as contained in the University calendar, the Incomplete will automatically become a Failure.

Re-examinations:

Re-examinations are held on a date announced during each session. These examinations are held for those who were conditioned in the term examinations, either because they failed to obtain the passing mark or because they were absent from examinations without an excuse, and for those whose examinations were postponed by the Dean. Except in the case of those whose examinations were postponed by the Dean, the only mark that will be given for a re-examination is "passed" or "failed," indicated by "P" or "F."

All who take examinations at the time of re-examinations, for *any* reason whatever, must pay a fee of three dollars. Application for re-examination must be filed with the Registrar at least one week before the date set for the re-examinations. See calendar (page 7) for dates of re-examinations.

Program:

All matriculated students must secure a booklet containing an outline of the courses they are to follow in order to secure their degree. The program outlined in the booklet must be followed exactly. No credit will be given for courses not listed in the student's program, unless the Dean has granted written permission to make a substitution.

Matriculated students will receive no credit for courses taken in other institutions unless they have received written permission from the Dean of Teachers College to take such courses.

New Students:

To avoid delay at registration time, new students are urged to have their credentials in the Registrar's office several weeks before registration begins. New students for Teachers College should have certified to the Registrar an official record of high school work, as well as an official transcript of any POST-HIGH SCHOOL work. Only those transcripts will be accepted which are mailed directly to the Registrar from the certifying institution.

Courses Required for the New York Archdiocesan Normal Certificate

Professional Courses

REQUIRED (32)

EDUC. 11-12	4	credits	History of Education, I and II.
EDUC. 13-14	4	"	Philosophy of Education.
EDUC. 15	2	"	Principles of Elementary Education.
EDUC. 16	2	"	Methods and Problems of Elementary Education.
EDUC. 29-30	4	"	Study of the Child.
EDUC. 41	4	"	Directed Observance and Practice Teaching.
EDUC. 101	2	"	Arithmetic for Elementary School Teachers.
EDUC. 103	2	"	Reading in the Elementary Grades.
EDUC. 105	2	"	English for Elementary School Teachers.
EDUC. 112	2	"	Health Education for Elementary School Teachers.
EDUC. 108-9	4	"	Religion for Elementary School Teachers.
	32		

ELECTIVES (4)

EDUC. 104	2	credits	Visual Aids for Elementary School Teachers.
EDUC. 110	2	"	Music for Elementary School Teachers.
EDUC. 111	2	"	Drawing for Elementary School Teachers.
EDUC. 107	2	"	Social Studies for Elementary School Teachers.

Cultural Courses

REQUIRED (24)

ENG. 5-6	4	credits	English Composition, I and II.
ENG. 21-22	4	"	Introduction to Literature, I and II.
HIST. 3	2	"	Middle Ages, I.
HIST. 4	2	"	Middle Ages, II.
HIST. 44-45	4	"	American History.
REL. 11-12	4	"	Apologetics.
SCI. 1-2	4	"	General Science, I and II.

ELECTIVES (4)

Voice and Diction
Modern Language
Mathematics
Philosophy

SUMMARY OF CREDITS

Professional Courses	36
Cultural Courses	28
	64 Total

Teachers College Fees and Expenses

(a)	University fee, payable at each registration	$ 5.00
(b)	Late registration fee as noted in calendar	5.00
(c)	Tuition, per point (except as under d)	7.50
(d)	Tuition for all laboratory science courses, per point	10.00
(e)	Re-examination and *all* deferred examinations.	3.00
(f)	Voice recording	1.00
(g)	Transcript of Record	1.00
(h)	Diploma fee	15.00
(i)	New York Qualifying Certificates	2.00
(j)	Professional Certificate	5.00
(k)	Library Fee, $1.00 a point—Maximum fee	5.00

For Nuns and Brothers:

(a)	University fee	$2.00
(b)	Tuition, per point (except as under d above)	5.00
(c)	All other fees as above.	

COURSES OF INSTRUCTION

DEPARTMENT OF ART

ART S 50.—Appreciation of Art. (2 points)

12.00 M. Hughes 2. Miss Sompayrac.

An interpretation and appreciation of painting, sculpture and architecture, etc., both in terms of their art structure as well as in the light of their human and historical backgrounds.

The following course is especially pointed to help the classroom teachers in the elementary schools and in the junior and senior high schools teaching the arts. This course is also designed to help all those who wish to prepare for the coming examinations for licenses to teach the arts in the elementary schools, the junior and senior high schools, as well as for the positions of teacher-in-training and of art supervisor.

The course will be offered from July 6 to July 26 (no Saturday classes):

ART S 111.—Art Methods, Content and Studio Practice in Elementary and Secondary Schools. (3 points)

This course consists of:

I. *Theory and Methods:* (a) Psychological basis for teaching the arts; (b) courses of study; (c) creative teaching, basis for art appreciation and creative expression; (d) lesson planning; (e) measuring growth and evaluating results; (f) classroom practice.

II. *Freehand Representation:* (a) Study of perspective and principles of construction; (b) analysis of form, proportion, etc.; (c) drawing from objects and from memory and imagination.

III. *Pictorial Composition and Arrangement—Art Appreciation:* (a) Reference to great works of art; (b) original problems.

IV. *Studio Practice:* Creative and drill exercises and problems; emphasis on line quality—light and dark, and light and shade tone, color, texture and other art qualities.

V. *Use of Various Mediums:* Pencil, crayon, charcoal, pen and ink, water color, pastel.

VI. *Classes and Individual Criticism:* Exhibitions.

VII. *Design:* (1) General design—Abstract. Design ideas—feeling for pattern and space relationship—line, mass, form, tone, color. Common misconceptions as to what constitutes good design. (a) Appreciation situations—discussion and research. (b) Creative activities—problems and exercises (studio practice). (2) Applied design—form and function. Costume, stage, commercial lettering, interior decoration and architecture, pottery, craft problems, block printing, masks, etc.

Fee, $30.00. 9-12 A.M. Hughes 26.

For further particulars, communicate with:

MAX S. WILKES

Riverdale-on-Hudson, New York, N. Y.

6151 Tyndall Avenue Telephone, KIngsbridge 6-3281

DEPARTMENT OF BIOLOGY

FATHER ASSMUTH, S.J., *Head of Department*

UNDERGRADUATE COURSES

NOTE: Classes in Biology, unless otherwise noted, are held in Larkin Hall on the Uptown Campus, Fordham Road entrance.

Tuition for Biology, $10.00 a point.

Major in Biology: Students majoring in Biology must take BIO. 13 - 14; 101 - 102; 109 - 110; 111 - 112; 123 - 124. In addition, they should take CHEM. 11 - 14. Other courses may be taken with the advice and consent of the Head of Department.

BIO. S 13 - S 14.—General Biology. (4 points)

Lect., 9-10; Lab., 10-12; Larkin 22. DR. MULLEN AND ASSISTANTS.

This course deals with the fundamental principles of biology. It includes the structure and composition of plants and animals with a complete study of the functions of living things: relations between plants and animals; the organism. The laboratory work will include study and dissection of plants and lower animals. Field work will include trips to Zoological Park and Botanical Gardens for preparation study.

Methods of Teaching Biology.

Cf. EDUC. S 113.

GRADUATE COURSES

Prerequisite: 8 credits in General Biology; 8 credits in Histology and Embryology, and 4 credits in Comparative Anatomy.

BIO. S 101.—Botany. (4 points)

Lect., 9-10; Lab., 10-12; Larkin. PROFESSOR BONISTEEL.

A survey course in botany. The properties and activities of protoplasm, the structure and function, and classification of forms which make up the plant kingdom. Particular emphasis on the seed plants, and the new growth promoting substances. Greenhouse work and some field trips.

BIO. S 109.—Zoölogy. (4 points)

Lect., 9-10; Lab., 10-12; Larkin 25. DR. FORBES AND ASSISTANTS.

A course dealing with the animal kingdom only. It embraces a study of the classification of animals; the structures and functions of organs; morphology, ecology, environment, heredity and the economic importance of animals. The laboratory work will include a study of a type of each phylum.

BIO. S 111 - 112.—Histology and Elementary Embryology. (4 points)

(Prerequisites: BIO. 13 - 14 or BIO. 109 - 110.)

Lect., 1-2; Lab., 2-4; Larkin 22. DR. MULLEN AND ASSISTANTS.

The course deals with animal tissue, a study of the composition of the animal body and the organs in terms of their vital units, the cells; the chromosomes, the basis of heredity; the origin and maturation of the germ cells, fertilization, cleavage and differentiation of tissues; the origin of the individual and the developmental processes from the oosperm to the adult. Practice in microtechnique will be stressed.

BIO. S 113.—Bacteriology. (4 points)

Lect., 1-2; Lab., 2-4; Larkin. PROFESSOR BONISTEEL.

A general course in bacteriology on the forms of microörganisms, their growth requirements, methods of detection and isolation. The relationship of microörganisms to health and disease.

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BIO. S 131 - S 132.—Advanced Entomology. (4 points)

(Prerequisite: BIO. 127 - 128.)

Lect., 9-10; Lab., 10-12; Larkin 32. Father Assmuth, S.J. and Assistants.

An intensive study of the insects and their habits. Problems in entomology will be discussed and studied, especially work in taxonomy.

BIO. S 201 - S 202.—Botany, Special Work and Research.

For information, consult Head of Department.

BIO. S 203 - S 204.—Zoölogy, Special Work and Research.

For information, consult Head of Department.

DEPARTMENT OF CHEMISTRY

Father Muenzen, S.J., *Head of Department*

UNDERGRADUATE COURSES

All Chemistry courses, unless otherwise noted, are given in Chemistry Hall, Fordham Road and Bathgate Avenue, Bronx.

Tuition for Chemistry courses, unless otherwise noted, is $10.00 a point. Where laboratory is part of a course, there is a breakage deposit of $15.00.

Major in Chemistry: Students majoring in Chemistry must take CHEM. 11 - 14; CHEM. 21 - 22; CHEM. 31 - 32 and CHEM. 41 - 44. In addition, they should take General Physics, PHYS. 11 - 12 and four points in either General Biology, BIO. 13 - 14; General Botany, BIO. 101 - 102, or Zoölogy, BIO. 109 - 110.

CHEM. S 11, S 12, S 13, S 14.—General Chemistry. (8 points)

9-12 A.M.; 12.30 - 2.30 P.M. Dr. Conway and Dr. Hennessy.

This course deals with the fundamental facts and theories of the science of chemistry and is a prerequisite for all other courses. The course is divided into two parts, 11 and 12 referring respectively to lecture and laboratory of the first semester; 13 and 14 refer to lecture and laboratory of the second semester.

CHEM. S 21 - S 22.—Qualitative Analysis, I. (4 points)

(Prerequisite: CHEM. S 11 - S 14.)

9-12 A.M. Dr. Hynes.

In this course stress is laid on the determination and isolation of the metallic or base-forming elements, without considering the amounts in which they may be present. Due emphasis is given to the theoretical principles upon which the separation of these elements depends.

CHEM. S 31 - S 32.—Quantitative Analysis, I. (4 points)

(Prerequisite: CHEM. S 21 - S 22.)

1-4 P.M. Dr. Yanowski.

This course involves the theoretical and practical study of principles underlying volumetric problems and their applications.

CHEM. S 41, S 42, S 43, S 44.—Organic Chemistry. (8 points)

(Prerequisite: CHEM. S 11 - S 14.)

10-12 A.M.; 12.30-4.30 P.M. Dr. Freudenberg and Assistants.

Various classes of aliphatic compounds are studied from the standpoint of synthesis, behavior, structure and applications. CHEM. S 41 and S 42 refer respectively to the lecture and laboratory of the first part. In the second half, a study is made of the cyclic series and of some of the most important heterocyclic compounds.

DEPARTMENT OF CLASSICS

UNDERGRADUATE COURSES

LATIN S 14.—Cicero: "Pro Milone." (2 points)

9 A.M.; Hughes 4. Fr. O'Connor, S.J.

Translation and syntax. Special emphasis on rhetorical features of the oration.

LATIN S 15.—Livy: Book XXI. (2 points)

11 A.M.; Hughes 17. Mr. Egan.

Style and sources of Rome's prose epicist. Advanced composition, with particular stress on historical style.

LATIN S 16.—Cicero: "Pro Lege Manilia." (2 points)

10 A.M.; Hughes 17. Fr. Tallon, S.J.

The speech on Pompey's Command rhetorically analyzed. Brief review of syntax. Cicero's *In Verrem* will also be read to contrast the work of the orator in a flawless cause with his work as political propagandist.

LATIN S 20.—Horace: "Odes and Epodes." (2 points)

12 A.M.; Hughes 17. Mr. Egan.

Reading and interpretation. Literary and mythological references. Study of meters.

GRADUATE COURSES

Conference Hours

Dr. Savage, *Head of Department*, 10-11.
Mr. Robinson, 11-12.

Candidates for degrees must present twenty-four points of credit in undergraduate work within the field of classical studies. It will be assumed, in any case, that the student has a working knowledge of Latin and that he has completed the careful reading of at least the following authors and works:

Cæsar: Selections from the *Bellum Gallicum*.
Cicero: Six orations; one book from the philosophical works; selections from the letters.
Horace: *Odes, Epodes, Satires, Epistles* (those usually read in college courses).
Juvenal: Several satires.
Livy: One book.
Plautus: One play.
Tacitus: The *Agricola* or *Germania* or selections from the *Annals* or *Histories*.
Terence: One play.
Virgil: *Æneid* (six books); *Eclogues* and *Georgics* (selections).

The preparatory course of study should also include at least an elementary, and preferably, an advanced, training in Greek. Courses in Ancient History and Philosophy and in the History of Greek and Latin Literature are valuable. A reading knowledge of either French or German is required; for many graduate courses, some knowledge of both is virtually necessary.

Students whose preparation meets the general requirements of the Graduate School, but fails to meet the specific requirements of this department, may register, but will be expected to make up their deficiencies at the earliest possible date and in such manner as the Faculty Committee may advise.

LATIN

LATIN S 161.—Virgil. (2 points)

11. Keating 120. Dr. Savage.

This course will be devoted to reading and interpretation of the *Eclogues* and *Georgics* together with a selection from the poet's earlier works. Lectures and assigned reading in the development and significance of this phase of Virgil's art.

LATIN S 196.—Readings in Mediæval Latin. (2 points)

12. Keating 120. Dr. Savage.

Select topics on the history of classical culture in the Middle Ages. The student should possess copies of *Early Christian Latin Poets* by Otto J. Kuhnmuench, S.J. (Loyola University Press) and *A Primer of Mediæval Latin* by C. H. Beeson (Scott, Foresman & Co.).

LATIN S 203.—Historical Latin Grammar. (2 points)

10. Keating 120. Mr. Robinson.

A survey of the history of the Latin language to the end of the classical period. Special attention will be paid to questions of pronunciation and syntax. There will be readings in texts of various periods to illustrate more fully the sources of their use.

GREEK

During the summer of 1938 either Greek S 101 or Greek S 131 will be given, according to the needs and interests of the registrants.

GREEK S 101.—Greek Prose Composition. (2 points)

9. Keating 120. Mr. Robinson.

After a brief review of syntax there will be regular exercises of graded difficulty in the translation of English into Greek. Selected portions of Lysias or Xenophon will be studied for points of style.

GREEK S 131.—Herodotus. (2 points)

9. Keating 120. Mr. Robinson.

Extensive reading from the *Histories* with lectures on the more important problems of Horodotean criticism.

EDUCATION

UNDERGRADUATE COURSES

EDUC. S 11.—History of Education, I. (2 points)

Not given Summer, 1938.

A general survey of the history of education from ancient times to the Protestant Reformation. Particular attention will be given to the following topics: Greek education; Roman education; the beginnings and main contributions of Christianity; the monasteries and the preservation of learning; the Carlovingian Revival; the school system and education of the Middle Ages; Scholasticism; Universities; the Renaissance; Humanism.

EDUC. S 12.—History of Education, II. (2 points)

9 A.M.; Hughes 18. Mr. Healy.

A general survey of the history of education from the Protestant Reformation to the present time. The following topics will be treated: The Protestant Reformation; the Catholic Revival; realism and the early scientific movement; the enlightenment; naturalism; school reforms of the Eighteenth and Nineteenth Centuries; the improvement of method; beginnings of education in America and early national influences in the United States; development of free schools, establishment of school supervision; the extension of the system; high schools, normal schools and state universities; national systems of France, Prussia and England; Federal relations to education in United States.

EDUC. S 13.—Introductory Philosophy of Education, I. (2 points)

Not given Summer, 1938.

This course is intended to make clear the relation that exists between the Catholic theory of education and its underlying Scholastic philosophy. It treats of the sources of educational theory, both natural and supernatural, and selects from these sources, as matter for closer study, philosophy, pointing out its importance and absolute necessity in the formulation of such theory. This relation between philosophy and education is discussed, together with the reasons for the failure of modern theorists to admit the relationship and the resulting confusion in educational theory and practice. Among the philosophies that have affected educational theory, the following are chosen for special study: Naturalism, Idealism, Pragmatism, Socialism, Scholasticism.

EDUC. S 14.—Introductory Philosophy of Education, II. (2 points)

9 A.M.; Administration 1. Fr. Smith, S.J.

With Scholasticism as the basic philosophy, the following topics are studied: Nature and function of education; aims in education; the educator; the rights of the family, Church and State in education; the child and its nature; the means of educating; physical education; intellectual education; moral and religious education; character education; the educational environment; the place of religion in the school and its importance as the only sound basis for character education.

EDUC. S 15.—Principles of Elementary Education. (2 points)

10 A.M.; Administration 1. Dr. Whalen.

This course will begin with a consideration of the more important principles contributed to elementary education by religion, philosophy, ethics, biology, psychology and sociology. The following topics will be treated: Nature and scope of elementary education, aims and functions, original nature of the child, interest, motivation and attention, methods of teaching and learning, the curriculum, individual differences, objective tests and measurements, articulation of units, and the qualifications of teachers.

EDUC. S 16.—Methods and Problems of Elementary Education. (2 points)

11 A.M.; Hughes 2. Dr. Redden.

This course is a practical application of the principles of elementary education. It is designed to acquaint the teacher with the various methods and problems of elementary school instruction. The following topics will be studied: The first days of teaching, economy in classroom management, discipline, motivation, lesson planning, the assignment, the use of the question, habit formation, the drill and repetition method, projects and problems, socialized recitation, individual differences, visual aids, object lessons, reviews, tests and examinations, records and reports.

EDUC. S 17.—Principles of Secondary Education. (2 points)

10 A.M.; Hughes 18. Mr. Healy.

After a brief consideration of the nature, scope and organization of secondary education, treatment will be given to the following topics: Aims and objectives of

secondary education, physical and mental characteristics of students, principles of learning, methods of teaching, the program of studies, vocational training and guidance, intelligence and educational tests, modern special functions and issues of secondary education, teacher's qualifications, extra-curricular activities, relation to higher and lower education.

EDUC. S 18.—Methods and Problems of Secondary Education. (2 points)

Not given Summer, 1938.

The aim of this course is to direct the teacher in the application of the principles of secondary education in the work of classroom instruction. The various methods and problems of the secondary school teacher will be treated. Among the topics studied are the following: Preparation for the first days of teaching, economy in classroom management, discipline, motivation, lesson planning, the assignment, the use of the question, the drill lesson, supervised study, project-problem method, socialized recitation, visual instruction, the appreciation lesson, review and reorganization lessons, the use of the new type examinations, marking and grading, records and reports.

EDUC. S 29 - S 30.—A Study of the Child. (4 points)

11 A.M.-1 P.M.; Administration 1. Dr. Whalen.

A study of the development of the normal child (mainly) from birth through the preadolescent period. This course will stress the pedagogical implications of the developmental stages of infancy and childhood and difficulties encountered by the child in passing from one stage to the other. It will discuss physical, emotional, intellectual, moral and social development and explain the meaning of the mental hygiene program.

EDUC. S 31 - S 32.—Educational Psychology, I and II. (4 points)

10-12 A.M.; Hughes 7. Mr. Connors.

An introduction to the more important psychological principles as they apply in the field of education. The first section will include a discussion of developmental tendencies, motivation, the learning process and the factors influencing efficient learning, transfer of training, understanding and generalizing. The second section will include an application of the concepts of mental age and educational age in meeting individual needs, the exceptional child, the significance of special disabilities and the application of general principles in the learning of the fundamental subjects.

EDUC. S 101.—Arithmetic for Elementary School Teachers. (2 points)

9 A.M.; Administration 2. Mr. Scoppa.

This course, while covering the work of all the elementary grades, emphasizes the work in the first three grades and the problems involved in introducing the child to number concepts. The arithmetic curriculum is studied together with approved methods of presentation. Practical demonstrations will be given.

EDUC. S 103.—Reading in the Elementary Grades. (2 points)

10 A.M.; Administration 2. Mr. Scoppa.

Factors involved in successful oral and silent reading; vocabulary studies; phonics; primary reading techniques and tests.

EDUC. S 105.—English for Elementary School Teachers. (2 points)

11 A.M.; Administration 2. Mr. Scoppa.

This course covers the teaching of English in Grades 4-8.

EDUC. S 107.—Social Studies for Elementary School Teachers. (2 points)

10 A.M.; Hughes 15. Dr. Finley.

Current techniques in the teaching of journey, regional and human geography; problems and projects, excursions and visual aids; supervised study in geography. The

elementary school syllabus in history—its aims, its methods and its subject-matter. The chief topic will be so studied as to give the teacher the wider range of knowledge requisite in guiding pupils to organize their ideas and to see causes and results.

EDUC. S 108 - S 109.—Contents and Methods in Teaching Religion. (4 points)

11 A.M.-1 P.M.; Hughes 18. Fr. Gebhard.

Religious education brought in conformity with the principles of applied psychology and modern pedagogy. Adaptation, apperception, correlation, sense and emotional training, habit formation and the psychology of action. Models in method: the Gospels, the Fathers and the practice of the Church. The Liturgy as a vehicle of character education. Catechetical method evaluated. An analysis of the more important methods in vogue and an outline of principles applicable to elementary and secondary education.

EDUC. S 111.—Drawing for Elementary School Teachers. (2 points)

12 M.; Hughes 26. Sr. St. Jeanne.

This course will exemplify the New York Diocesan Syllabus in drawing. Art principles will be studied in theory and practice periods. Methods of presentation and illustration will be featured.

EDUC. S 112.—Health Education. (2 points)

12 M.; Administration 2. Miss Jones.

In this course emphasis is placed upon the factors responsible for the development and maintenance of optimal health in the elementary school teacher and pupil.

GRADUATE COURSES

SPECIAL SECONDARY SCHOOL METHODS

EDUC. S 113.—Methods of Teaching Biology. (2 points)

12 M.; Larkin 22. Dr. Mullen.

A clear statement of the value of biology from an educational standpoint. The relation of biology to other sciences. Selection of subject-matter and its arrangement in courses of study. Aids for the demonstration of various types.

EDUC. S 127 - S 128.—Teaching of English in Secondary Schools. (4 points)

10-12 A.M.; Collins 22. Mr. Moriarty.

This course presents the entire work of high school teachers of English. It includes books usually studied in secondary school courses, and gives general instruction in all classroom and extra classroom work. It gives full preparation for the New York and New Jersey examinations for license as teacher of English.

EDUC. S 129.—Methods of Teaching English Composition in Secondary Schools. (2 points)

11 A.M.; Collins 24. Fr. Donnelly, S.J.

1. Principles and methods: general classroom principles for teacher and for pupil. Three stages in mastering an art: analysis, crisis, synthesis; methods: reproducing, briefing, amplifying, restoring; précis-writing; method of models; history, theory, practice.
2. Models for the elements of composition: qualities of clearness, interest, force words, sentences, paragraphs.
3. Models for the processes of composition; narration, description, exposition, argumentation, persuasion.

4. Models for the types of composition: essay, speech, story, versification.

5. Accessories for stimulation: correcting of exercises, reading, publicity, rivalry and emulation.

Text-book: *Model English, II,* Donnelly, S.J.
References: *Model English, I, Persuasive Speech,* Donnelly, S.J.

EDUC. S 141.—Methods of Teaching Modern Foreign Languages in Secondary Schools. (2 points)

9 A.M.; Hughes 25. Mr. Pittaro.

The teaching of Modern Foreign Languages will be discussed and progressive practices in methods will be evolved to meet present-day conditions in the Junior and Senior High Schools. The main principles of language teaching will be applied to French, Spanish, German and Italian. Attention is given to the selection and handling of material with practical demonstrations by the instructor. Emphasis will be placed on the classroom technique of reading, grammar, and composition in the modern language recitation. Students will work out daily lesson plans from standard texts used. The selection of text-books, tests and measurements, new-type examinations, visual aids, realia, and other vitalized material will receive careful consideration. There will be lectures, individual and group projects, reading and reports, discussions and a critical examination of modern language bibliography. For teachers-in-service, department heads and those who are preparing to teach modern foreign languages.

EDUC. S 147.—Methods of Teaching Social Studies in Secondary Schools. (2 points)

11 A.M.; Hughes 16. Dr. Scanlon.

This course is devoted to study of the general problems of social studies-teaching with special reference to the high school. It will consider the nature of social studies; their relation to other subjects, and their place in education; selection of subject-matter and their arrangement in courses of study; effective presentation of materials of instruction; judging text-books; collateral reading; testing results.

EDUC. S 164.—Eye Hygiene, Anatomy, Physiology. (2 or 4 points)

10 A.M.; Hughes 24. Miss Dillon.

N.B.: Those who wish observation and clinical work should register for 4 points.

This course deals with the anatomy of the eye, the process of vision, the function of the appendages of the eye; lectures on refractive errors and common eye diseases found among children. Lectures and demonstration of cases by the medical staff in an eye hospital or eye clinic are included in the course.

EDUC. S 166.—Psychology of the Physically Handicapped. (2 points)

11 A.M.; Hughes 24. Miss Dillon.

This course deals with special educational and psychological problems presented by the blind and partially-seeing; the mechanism of adjustment of the blind and partially-seeing will be considered. Attention will be given to the psychology of personality, special psychological problems, case studies, etc.

EDUCATIONAL ADMINISTRATION AND METHODS

Conference hours: Fr. Cronin, 9-10.
Dr. Ryan, 11-12.

The prerequisite studies for graduate work in this department are: undergraduate education, twelve (12) semester hours, and eight (8) semester hours in undergraduate history, philosophy and psychology.

EDUC. S 183.—Methods of Secondary Education. (2 points)

10. Keating 205. Dr. Ryan.

The scope of this course includes: meaning of method in the secondary school; needs and interests of adolescents; analysis and evaluation of motivation, questioning,

assignment and review procedure; methods of visual instruction; problem and project teaching; the unit method; the appreciation lesson; method in diagnostic and remedial measures; tests and scales in the secondary school.

EDUC. S 185.—Principles of Supervision. (2 points)

9. Keating 214. Dr. Ryan.

This course deals with: the field of supervision; types of supervisory organization; interrelations of supervisory officials; class visitation; individual and group conferences; demonstration teaching; teacher rating; problems of supervisors; evaluation of supervision; needed experimentation and research in supervision.

EDUC. S 192.—Principles of Educational Administration, II. (2 points)

10. Keating 214. Fr. Cronin.

This course will consider principles and aspects of administration relating to the pupil, teacher, school property, school finance and school law, from the viewpoints of public and private schools.

EDUC. S 287.—School Law, I. (2 points)

11. Keating 214. Fr. Cronin.

This course will consider statute and case-law on the following topics: the public school and the state; the private school and the state; the school district; municipal relations; boards of education; school officers; contracts; contractual liabilities of schools and school officers; and tort liabilities of schools and school officers.

HISTORY AND PHILOSOPHY OF EDUCATION

Conference hours: Dr. Redden, 9-10.

The prerequisite studies for graduate work in the History of Education are: undergraduate history and history of education, twelve (12) semester hours; undergraduate philosophy and principles of education, eight (8) semester hours.

The prerequisite studies for graduate work in the Philosophy of Education are: undergraduate philosophy, twelve (12) semester hours; principles and history of education, eight (8) semester hours.

EDUC. S 177.—History of Secondary Education. (2 points)

10. Keating 114. Dr. Redden.

In Ancient Greece and Rome. In the Middle Ages. The reorganization of secondary schools following the Renaissance and Protestant Revolution. New Schools established. Secondary Schools in the Eighteenth Century in Europe and the Americas. The national systems of secondary schools in England, France, Germany and the United States.

EDUC. S 178.—Character Education. (2 points)

11. Keating 114. Fr. Smith, S.J.

The problem stated. The paramount importance of the moral aim. The moral standard. The will: instinctive action, the importance of imitation; habit and its paramount importance in life; free will. The individual's environment. Heredity. Man a free agent. Agencies for character education. Character education in the school: habit formation; incentives to conduct; moral instruction. Critical evaluation of recent experimental researches in the field of moral education.

Science and Method of History.

Cf. HIST. S 201.

Conference hours: Dr. Rock, 9-10; by appointment, 1-2.
Dr. McNemar, 11-12; by appointment, 1-2.

Departmental Requirements

The prerequisite studies for graduate work in this department are: undergraduate education, twelve (12) semester hours and eight (8) semester hours from any one or satisfactory combination in the following fields: Psychology, Philosophy, Mathematics, Statistics and Human Biology.

EDUC. S 241.—Educational Psychology. (2 points)

11. Keating 209; Dr. Rock.

The present status of research on the following topics as they relate to educational theories and practices: heredity, growth and maturation; theories of instinct; emotion; motivation and personality adjustments; general and special capacities; uses and results of intelligence testing.

EDUC. S 242.—Educational Psychology. (2 points)

(To be given Summer of 1939 and Second Semester of 1938-1939.)

The present status of research on the following topics as they relate to educational theories and practices: theories of learning; economy and guidance of learning; transfer of training; the higher thought processes; conditions affecting efficiency; personality and character.

Cf. EDUC. S 241.

EDUC. S 245.—Diagnosis and Remedial Treatment of Reading Disability. (2 points)

10. Keating 209. Dr. Rock.

A survey of theories of reading disability and a critical analysis of experimental data in relation to them. Practical diagnostic techniques and remedial procedures will be considered in detail with particular attention to the analytical and remedial procedures devised by Gates, M. Monroe, Betts, Taylor, Fernald and Keller.

EDUC. S 251 - S 252.—Statistical Methods in Education and Psychology. (4 points)

9-10.50; Keating 215. Dr. McNemar.

This course is designed to prepare the student with limited mathematical background to read reports of experiments in the technical literature of education and psychology. Emphasis will be placed on the assumptions underlying the use of various statistical formulas and on the interpretation of statistical measures, tables and graphs. Topics to be treated in the first half include: graphical representation, measures of central tendency, variability, correlation, reliability and validity.

Topics to be treated in the second half of the course include: regression, measures of relationship other than the Pearson r, partial and multiple correlation, errors of measurement, sampling errors, and the methods of prediction. The applications of all these measures to specific experimental problems and to routine studies in education and psychology will be stressed. Published research studies will be critically examined as to the use and applications of various statistical methods.

(Substitution for language requirement: Students majoring in education may offer, with the approval of their mentor, statistics as a substitute for the language requirement for the M.A. degree or in place of one of the languages required for the Ph.D. degree. Students completing this course should apply to the instructor for a special examination in order to secure certification for this substitution.)

EDUC. S 252.—Statistical Methods in Education and Psychology, II. (2 points)

9-10.50; Keating 215. July 26 - Aug. 13. Dr. McNemar.

Students who have completed EDUC. S 251, EDUC. 197 or an equivalent course may enroll for this course which will meet from July 26 to Aug. 13. Course description given above under EDUC. S 251 - S 252.

ENGLISH

UNDERGRADUATE COURSES

Mr. D. Connors, *Program Adviser.*

While all courses in the department are open to both matriculated and non-matriculated students, certain courses are required for students seeking a degree. For purposes of program control, the courses offered in the department have been arranged in three groups: *Group 1:* The following courses are required for all matriculated students except those whose major is English: ENG. 5 - 6, 13, 17, 21 - 22. In the case of English majors, ENG. 21 - 22 is not required and if taken will not count for credit. In order to meet the general requirement of 12 points of English for all matriculated students, English majors must take ENG. 5 - 6, 13, 17, and may substitute for ENG. 21 - 22 equivalent credit of 4 points from courses appearing in Group 3. *Group 2:* The courses in Group 2 are required for all *students majoring in English:* ENG. 24 - 25, 29 - 30, 39 - 40. *Group 3:* The courses in Group 3 are not required courses, but electives. They are open to all students, but it is presumed that they will be of particular interest to students specializing in the field of English. *Students majoring in English* may choose their electives from the following courses: ENG. 9, 10, 15, 19 - 20, 31-32, 45, 53, 61 - 62.

ENG. S 5.—English Composition, I. (2 points)

(Upon entering ENG. 5, all students will be obliged to take a diagnostic test in English. Students failing in the diagnostic test will be permitted to remain in the composition class, but only on probation. It will be necessary for them to join, immediately, a group engaged in remedial work. In order to complete, successfully, the work of the composition class, the members of the remedial group must pass a second diagnostic test.)

10 A.M.; Collins 21. Mr. Hines.

Elementary college composition. This course will consist of practice in writing, based upon a consideration of diction, sentence structure, and paragraph development. The principles and processes of advanced forms of exposition, description, and narration, will be employed as bases for exercises in writing.

ENG. S 6.—English Composition, II. (2 points)

(Prerequisite: ENG. S 5, or its equivalent.)

10 A.M.; Collins 20. Mr. Grace.

Advanced college composition. This course will consist of exercises in writing based upon a selection from the following forms of prose: the essay, the research paper, the editorial, the feature article, the interview, the character sketch, and the local-color study.

ENG. S 13.—Theory, Appreciation and Criticism of Poetry. (2 points)

9 A.M.; Collins 19. Fr. Fremgen, S.J.

The nature and province of poetry. Rhythm and tone color. The inner substance of poetry: thought, the imaginative element, the emotional appeal. Narrative, lyric, and dramatic poetry. Minor forms. Tendencies in modern verse.

ENG. S 17.—Precepts of Oratory. (2 points)

9 A.M.; Collins 21. Mr. Hines.

The theory of oratory. Analysis of oratorical masterpieces. Historical survey of the great orators. The preparation of briefs and the composition of speeches.

ENG. S 21.—Introduction to English and American Literature, I—Poetry. (2 points)

11 A.M.; Collins 21. Mr. Hines.

An introductory study of the chief poets of England and America; a chronological survey of poetic forms and modes from Chaucer to the present-day poets.

ENG. S 22.—Introduction to English and American Literature, II—Prose and Drama. (2 points)

12 M; Collins 22. Mr. Moriarty.

A consideration of the term "literature." Prose and drama, as mediums of expression. A survey of the essentials of the following forms of prose: history, biography, the essay, and fiction. Playwriting and the literary drama. The several schools of dramatic writing. A wide reading list, consisting of select pieces by the principal authors, will be followed.

ENG. S 23.—English Literature to 1603. (2 points)

Not given Summer, 1938.

A comprehensive survey of English literature from its Celtic and Anglo-Saxon beginnings to the close of the Elizabethan age. The ideas and forms of Mediæval and Renaissance literature. Detailed study of "Beowulf," and the works of Chaucer, Spenser, Shakespeare, Jonson and Bacon. National life and character as reflected in the literature of England.

ENG. S 24.—Seventeenth and Eighteenth Century English Literature. (2 points)

9 A.M.; Collins 20. Mr. Grace.

A thorough examination of English literature from the close of the Elizabethan age to 1798: the Cavalier and Puritan influence, the growth of classicism in English letters, the advance of romanticism. Critical appreciation and interpretation of the writings of Milton, Bunyan, Dryden, Defoe, Pope, Swift, Addison, Steele, Johnson, Goldsmith, Burns and others.

ENG. S 25.—Main Currents in Nineteenth Century English Literature. (2 points)

12 M.; Collins 19. Mr. D. Connors.

A study of the principal literary movements in England from 1798 to the close of the Nineteenth Century. The Romantic and the Victorian schools of writing. The progress in prose and in verse. The outstanding men of letters, their works and their influences. Contemporary thought as revealed in the writings of the age.

ENG. S 29.—American Literature to 1861. (2 points)

Not given Summer, 1938.

Survey of the literature of the American Colonies and of the new nation up to the Civil War. Indian folk-lore, songs and legends. Letters, diaries and reports. The influence of Puritanism upon the writers of New England. The growth of a secular literature and the imitation of English prose and verse styles. The effects of nationalism and romanticism upon the writers of the early Nineteenth Century. The works of Irving, Cooper and Bryant. Transcendentalism, and the attempt to establish a literary culture. A critical study of Emerson, Hawthorne, Longfellow, Lowell, Holmes, Whittier, Melville, and Poe.

ENG. S 30.—American Literature, from 1861 to 1914. (2 points)

11 A.M.; Collins 19. Mr. D. Connors.

The literature of the Civil War. The Westward expansion and the spread of native story-telling—folk-lore, ballads and tall tales. The rise of realism and the further development of the frontier spirit in American literature. Consideration of Whitman, Lanier, Twain, Howells, James and Dickinson. The element of social revolt in the literature of the early Twentieth Century. An interpretation of national life and character in America.

ENG. S 39.—Contemporary Literature, I. (2 points)

Not given Summer, 1938.

The chief English poets and prose writers of the Twentieth Century. The Celtic revival. The spirit of present-day writing and the quality of mind which underlies it. The scope and the significance of the Catholic literary resurgence.

ENG. S 40.—Contemporary Literature, II. (2 points)

10 A.M.; Collins 19. Mr. D. Connors.

Critical studies of the principal American authors since 1914. Current vogues in prose and verse, and the trend in the modern drama. An interpretation of contemporary life and letters in the United States.

ENG. S 45.—Shakespeare. (2 points)

Not given Summer, 1938.

A study of ten of the most familiar plays, tragedies, comedies and histories, with particular stress upon Shakespeare's dramatic ability: his power of characterization, his plot construction, his place in the Elizabethan theatre.

GRADUATE COURSES

Conference hours:

Dr. Tobin, *Head of Department;* 9-10, and by appointment.
Dr. Donahue, 11-12 and by appointment.
Dr. Reber, by appointment.

As a prerequisite, twenty-four credit hours of undergraduate English should be completed before a student may be accepted for graduate work in this Department.

ENG. S 201 - S 202.—Anglo-Saxon. (4 points)

11-1; Keating 104. Dr. Reber.

An introductory course in Anglo-Saxon language and literature. The main purpose of the course is to give students facility in reading English in its older and basic forms. Due attention is paid to phonology, inflection and syntax.

ENG. S 205.—Anglo-Saxon Religious Poetry. (2 points)

(Prerequisite: ENG. 201 - 202.)

9. Keating 104. Dr. Donahue.

A detailed study of selected monuments of Anglo-Saxon religious poetry.

ENG. S 222.—Early Tudor Literature. (2 points)

10. Keating 105. Dr. Tobin.

The transition from the mediæval; Hawes; Caxton; poetry of the courts of Henry VII and Henry VIII; St. Thomas More and the English Renaissance.

ENG. S 251.—Early Eighteenth Century Prose. (2 points.)

11. Keating 105. Dr. Tobin.

The critical, economic and social aspects of the Addison-Steele newspapers.

ENG. S 257.—Johnson. (2 points)

10. Keating 104. Dr. Donahue.

Boswell's *Life of Johnson.* Johnson's literary criticism in relation to that of his contemporaries.

TOP .....*Voice Recording*
MIDDLE ..*Program Criticism*
BOTTOM..*Microphone Practi*

M-AY-NG
M-EE-NG
M-AW-NG
M-OH-NG
M-OO-NG

GERMAN S 1 - S 2.—Elementary Course. (4 points)

9-11 A.M.; Hughes 27. Mr. Overholser.

No previous knowledge of German required. The course offers an excellent opportunity to those desiring to begin the study of German, and to graduate students looking forward to meeting the language requirement for advanced degrees. The main emphasis is laid on developing reading ability and acquisition of vocabulary. Essential principles of grammar and easy conversation are included in the course in so far as these elements will further the chief aim, namely, developing reading ability.

GERMAN S 13.—Intermediate Reading. (2 points)

(*Prerequisite:* German S 1 - S 2 or equivalent.)

11 A.M.; Hughes 27. Mr. Overholser.

The course is designed especially for those who have completed the elementary course and who wish to increase their reading knowledge of German. It includes translation and sight-reading in texts selected on the basis of variety of style, vocabulary and interest. It will appeal especially to those who studied German some time ago and wish an opportunity for review.

GERMAN S 14.—Advanced Reading. (2 points)

12 M.; Hughes 27. Mr. Overholser.

The course continues the objectives described in GERMAN S 13, but is not dependent upon it. It aims further to develop reading-power and is an excellent preparation for the more advanced courses.

HISTORY

UNDERGRADUATE COURSES

Dr. Hemleben, *Program Adviser*

All candidates for a degree, except those majoring in History, must take HIST. 3, 4, 5 and 6.

Majors in History: All students majoring in History must take HIST. 3 - 4, 10 - 11, 20, 21, 23, 24, 40, 41, 42, 43, 30 - 31. Other courses in History and Government may be taken under the guidance of the Program Adviser.

HIST. S 3.—The Middle Ages, I. (2 points)

12. Hughes 6. Mr. Collins.

The Church and the Roman Empire; breakdown of Roman administration in the West; barbarian invasions and settlements; Byzantine Empire; rise and spread of Mohammedanism; Monasticism and the contributions of the Church to early mediæval civilization; growth and disruption of the Frankish Empire. Course extends from A.D. 325 to about 1100.

HIST. S 4.—The Middle Ages, II. (2 points)

(*Prerequisite:* HIST. 3)

12. Hughes 8. Mr. Mannion.

The Feudal Age; Investiture Struggle; Crusades; Papacy and temporal powers; learning and the arts; the Church in mediæval life and culture; trade, commerce and the guilds; life in country and towns; decline of feudalism and rise of national monarchies; Hundred Years' War; Avignon and the Great Schism; the "Conciliar" movement; mediæval legacy to modern culture. Course extends from 1100 to 1500.

HIST. S 5.—Early Modern European History, 1500-1713. (2 points)

11. Hughes 6. Mr. Collins.

The Rise of National States; Expansion of Europe; dynastic conflicts; the Intellectual Quickening; backgrounds and course of the Protestant Revolt; Catholic Reformation; Absolutism and Imperialism; Colonial rivalries; development of representative government; special emphasis on the history of the Church.

HIST. S 23.—Modern European History, 1815-1870. (2 points)

9. Hughes 6. Mr. Collins.

The French Revolution as a vestibule to the Nineteenth Century; Settlement of Vienna; Era of Metternich; Industrial Revolution; growth of democracy and nationalism; special reference to the Italian *Risorgimento* and the unification of Germany.

HIST. S 42.—American History, 1865-1898. (2 points)

10. Hughes 8. Mr. Mannion.

Reconstruction; party politics; agricultural changes; development of the West; transportation; industrial expansion; finance; tariff; capitalism and big business; labor movements; Cleveland and Reform; Western discontent; free silver; changes in American life; Spanish-American War.

HIST. S 43.—American History, 1898 to the Present. (2 points)

11. Hughes 8. Mr. Mannion.

Imperialism; national politics; economic problems; reformist attempts of Roosevelt and Wilson; participation in the World War; United States and the Caribbean; post-bellum problems; social and cultural changes; the economic depression and the New Deal; contemporary America.

HIST. S 44.—American History, I. (2 points)

9. Hughes 15. Dr. Finley.

A brief survey of the Colonial and Revolutionary Periods; the making of the Constitution; rise of political parties; the Supreme Court and Marshall; War of 1812; Jacksonian democracy; sectionalism; economic and social changes; Westward Expansion; Mexican War; slavery; the Civil War; course extends to 1865.

HIST. S 45.—American History, II. (2 points)

10. Hughes 6. Dr. Balmain.

Political Reconstruction; government by party; agricultural changes; the West; railroad expansion; the new industrialism; Agrarian Revolt; Imperialism; Roosevelt and the reform movement; organized labor; "The New Freedom"; World War; post-war problems; Depression; the New Deal; contemporary problems; course extends from 1865 to present.

GRADUATE COURSES

Conference Hours

Dr. O'Sullivan, *Acting Head of Department*, 10-11.
Dr. Oakley, 11-12.
Dr. Schuler, 9-10.

Students matriculating for graduate degrees in the Department of History are expected to possess a suitable background of historical knowledge. This will be considered sufficient for M.A. candidates if, in their undergraduate studies, History was a major subject in which they have done a minimum of twenty-four semester hours. Candidates for the Ph.D. in this department will similarly satisfy background requirements, if their Master's studies have centered on History as a

major. Failing an adequate background, students will be required to do as much supplementary work in History as the Dean and the Faculty Committee may judge sufficient.

In the Department of History no minors which are outside of the field of History will be admitted for credit towards a degree, except the course in Scholastic Philosophy, where it is required.

HIST. S 135.—England to 1485. (2 points)

11. Keating 118. Dr. O'Sullivan.

This course is the first phase of a three year cycle for summer courses dealing with England from its advent into documentary history up to the ascension of the Tudors in 1485. In this phase emphasis will be placed on England's *political* history during this period and will include such topics as Anglo-Saxon England, the coming of the Normans, the Angevins, relations with France, the Wars of the Roses, etc.

HIST. S 177.—American History: 1783-1828. (2 points)

10. Keating 116. Dr. Schuler.

Problems of confederation and the evolution of a permanent national life. The aims of the expansionists of 1812. Economic and social conditions with special reference to sectionalism and the new West. Political theories as expressed in factions and parties. A bibliographical study of source and secondary material.

HIST. S 201.—Science and Method of History. (2 points)

9. Keating 116. Dr. O'Sullivan.

Nature, scope and development of History; possibility of historical certitude. *Heuristic,* principles and methods of research and the practical use thereof. *Criticism,* principles and methods of determining the genuineness and credibility of documents. *Synthesis,* practical use of principles and methods of historical reconstruction used in writing documentary history.

HIST. S 271.—European Expansion and Imperialism, 1830-1900. (2 points)

9. Keating 118. Dr. Oakley.

The background for modern imperialism; its temporary decline between 1830 and 1870 and subsequent revival; expansion, policies and administration of the British, French, Russian, German and Italian colonial empires; colonial conflicts, international relations and the origins of modern wars; reciprocal relations and influence of European and non-European cultures; the beneficent and the injurious effects of imperialism.

HIST. S 273.—Continental Europe, 1900-1918. (2 points)

10. Keating 118. Dr. Oakley.

The immediate background for Twentieth Century Europe; the European situation about 1900; the chief internal problems, policies, and historical development of the principal European countries; international relations and the growth of conflicting alliances; the background for the World War; European crises and the immediate origins of that conflict; the military, political, social and economic history of the Great War.

HIST. S 293.—United States as a World Power. (2 points)

11. Keating 116. Dr. Schuler.

A survey course with bibliographical guides, covering the diplomatic questions involved during the several periods of American national life with special emphasis upon foreign relations up to 1815, the Civil War period and the problems which arose during and after the World War.

Readings in Mediæval Latin.

Cf. LATIN S 196.

MATHEMATICS

UNDERGRADUATE COURSES

MATH. S 13.—Solid Geometry. (2 points)

9. Hughes 19. Fr. Berry, S.J.

Simple methods constructed and studied. Theorems and problems, with practical applications.

MATH. S 15.—Plane Trigonometry. (2 points)

10. Hughes 19. Mr. Shields.

Trigonometric functions; circular measures; logarithms; functions of angles; relation of functions; solution of right triangle and plane triangle.

MATH. S 21.—College Algebra. (2 points)

11. Hughes 19. Mr. Shields.

This course embraces all the higher algebraic conceptions, permutations and combinations; logarithms; determinants; complex numbers; theory of equations; undetermined coefficients; partial fractions; Horner's method of approximation, etc.

MATH. S 32.—Analytic Geometry (Plane). (2 points)

12. Hughes 19. Mr. Shields.

Systems of coördinates, loci and equations, straight line, circle, parabola, hyperbola.

Vector Analysis.

Cf. PHYS. S 101.

MUSIC

MUSIC S 50.—Appreciation of Music. (2 points)

12 M. Dealy Hall 4. Miss McGlinchey.

This course consists of a brief survey of the development of music from primitive to modern times. Through illustrations and analysis of the work of the best composers, the course aims to develop an appreciation of music.

PHILOSOPHY

UNDERGRADUATE COURSES

PHIL. S 1.—Introduction to Philosophy and the Philosophy of Nature. (2 points)

9 A.M.; Collins 18. Dr. Chapman.

A. Introduction to Philosophy. (15 hours.)

A brief preparatory survey of general philosophical questions; the definition and divisions of philosophy; philosophy and science; philosophy and theology; philosopohy and common sense; historical indications; the periods of Scholastic philosophy.

B. Philosophy of Nature. (15 hours.)

The following cosmological problems are then considered: The two approaches to the study of nature—the scientific and the philosophical. Material and formal objects of Cosmology. Hylomorphic explanation of the nature of matter. Mechanism; dynamism. Space and time. Efficient and final cause of the material universe. Theories of evolution. Finality. The material order. Laws of Nature. Determinism. Miracles.

PHIL. S 2.—General Psychology, I. (2 points)

9 A.M.; Collins 23. Dr. McNeill.

Distinction between the science and the philosophy of the living organism. Nature, grades and origin of life. The organic conditions of consciousness. Sensation; the external senses; perception; the internal senses. Sensitive appetite; feelings and emotions. The nature of sensory life. The origin of animal life. Theories of evolution.

PHIL. S 3.—General Psychology, II. (2 points)

10 A.M.; Collins 23. Dr. McNeill.

The human mind. The meaning of intelligence. The distinction between sensory and intellectual cognition. Conceptual, judgmental and inferential processes. Rational appetency and human freedom. Types of volition. Motivation. Attention. Action. Habit. Character. The human soul as form of the body. Unity, substantiality, subsistence, spirituality, simplicity and immortality of the soul.

PHIL. S 4.—Philosophy of Being. (2 points)

10 A.M.; Collins 18. Dr. Chapman.

Philosophy of Being defined and situated among the sciences; its difference from theology and the particular sciences; its relationship to common sense. Stages in arriving at the notion of being; degrees of abstraction; total and formal abstraction; the transcendental attributes of being. Essence and existence; analogy; actual and potential being and the problem of change; truth and falsity; goodness and evil; beauty and ugliness.

PHIL. S 5.—Philosophy of Being and Logic. (2 points)

11 A.M.; Collins 17. Mr. Sullivan.

A. Philosophy of Being. (15 hours.)

This course continues the studies taken up in PHIL. 4 and considers the categories as distinguished from the transcendentals. Substantial and accidental being. Substance and the nine accidents. Causality.

B. Logic. (15 hours.)

The three operations of the mind. The concept, the judgment and the classification of propositions. The syllogism, laws, kinds, figures and modes. Fallacies.

PHIL. S 6.—Theories of Knowledge. (2 points)

12 M.; Collins 18. Dr. Chapman.

The *truth* of thought, as distinguished from the formal *correctness* of thought. Criticism of false teachings on the possibility and nature of knowledge: scepticism, agnosticism, positivism, methodic doubt. Universal ideas: the doctrine of moderate realism; criticism of nominalism, conceptualism, exaggerated realism. The ultimate criterion of truth and certitude; inadequate criteria. The certitude of faith contrasted with philosophic certitude; Divine revelation; authority, human and divine, human testimony. Philosophic method and scientific method.

PHIL. S 7.—Natural Theology. (2 points)

10 A.M.; Collins 17. Mr. Sullivan.

The presuppositions, content, and method of natural theology. Man's knowledge of God; its possibility and nature; the way of remotion and the way of analogy. Erroneous opinions: agnosticism; ontologism, traditionalism. The demonstrability of the existence of God. The kind of demonstration possible; criticism of the argument of St. Anselm. Metaphysical, physical and moral arguments for the existence of God. The analogical character of human knowledge of God's attributes. The divine knowledge; the will of God. Creation, conservatism, concurrence, providence. God as the final cause of the universe.

PHIL. S 8.—Ethical Principles. (2 points)

11 A.M.; Collins 23. Mr. Batten.

Ethics; its nature, object, necessity, scope. Human acts. Man's final end; objective and subjective. Meaning of moral good. Moral determinants. Theories of moral Positivists. The criteria of morality. The eternal law. The natural law.

PHIL. S 9.—Problems in Individual and Social Ethics. (2 points)

12 M.; Collins 23. Mr. Batten.

The meaning of duty. Rights. Absolute character of duty. Natural religion. Duties of God; rationalism; indifferentism. Man's duties to self. Suicide, killing, lying. Justice problems; rights of ownership, communism; socialism. Contracts; rights of disposing property by will. Trade unions. Strikes.

PHIL. S 11.—Dialectics or Formal Logic. (2 points)

9 A.M.; Hughes 2. Fr. Toohey, S.J.

Philosophy: definition and division. Logic, minor and major. The three operations of the mind. *The Idea.*—Divisions of ideas. Universals. The predicables. Porphyrian tree. Divisions of terms. Analogy. Supposition of terms. *Judgment.*—Divisions. Propositions, divisions. Opposition, equipollence, conversion. *Reasoning.*—The syllogism, laws, kinds, figures and modes. Fallacies. Definition and division.

GRADUATE COURSES

Conference Hours

Father Bull, S.J., *Head of Department, by appointment.*
Dr. Pegis, 9-10.

Prerequisites: A minimum of twenty points of undergraduate work in philosophy. Students whose undergraduate work in philosophy has not included Scholastic Philosophy are obliged to take the courses in the Fundamentals of Scholastic Philosophy.

PHIL. S 161.—Christian Philosophy. (3 points)

9. Keating 218. Fr. Guthrie, S.J.

The concept of a Christian Philosophy will be treated from three standpoints: Nominal, psychological, historical. After its hypothetical definition, the psychological implications will be at once considered. This will be followed by a historical statement of the relation between faith and reason in the thought of Catholic philosophers. The attitude of Neo-scholasticism towards this relation. Finally, intimations of a new attitude in modern philosophy and elements of a real definition of Christian philosophy.

PHIL. S 163.—St. Thomas and the Problem of Creation. (3 points)

10.15. Keating 218. Dr. Pegis.

The specific purpose of this course is to bring together and discuss those texts in which St. Thomas Aquinas, in considering the various aspects of the meaning of the doctrine of creation, shows systematically the opposition between the doctrine that the universe proceeds from God *per libertatem arbitrii* and the doctrine that it proceeds *per necessitatem naturae.* St. Thomas has developed in detail the meaning and the consequences of both views, and in rejecting necessitarianism, he has made clear the metaphysics on which it depends as well as its historical origins. These origins are for him Greek and Arabian. St. Thomas' experiences with the problem of creation in such an historical setting, therefore, enable us to perceive concretely the differences between a Greek Plotinus (or an Arabian Avicenna) and St. Thomas Aquinas; enable us also to appreciate the difficulties which attended the reception of Greek and Arabian philosophical ideas in the thirteenth century.

Readings in Mediæval Latin.

Cf. LATIN S 196.

PHYSICS

FATHER LYNCH, S.J., *Head of Department*

UNDERGRADUATE COURSES

PHYS. S 11.—Mechanics, Heat and Sound. (4 points)

Lect., 10-12 and 1-2; Lab., 2-4; Fee, $40.00.

A lecture and laboratory course embracing the first half of the course in General Physics required for a B.A. degree. The course will consist of three hours of lecture daily and one two-hour laboratory period daily.

This course will be given from July 6 to July 25.

PHYS. S 12.—Electricity and Light. (4 points)

Lect., 10-12 and 1-2; Lab., 2-4; Fee, $40.00.

A lecture and laboratory course similar to the above, but embracing the second half of the course in General Physics.

This course will be given from July 26 to August 13.

GRADUATE COURSES

Prerequisites: Before a student may register as an applicant for graduate work in this department he must have completed a course in undergraduate Physics of at least eight semester hours, courses in Advanced Algebra, Solid and Analytic Geometry, Differential and Integral Calculus, amounting to twelve semester hours, and a course in General Chemistry of at least eight (8) semester hours. He must have, further, a good reading knowledge of German. Satisfactory attainment in these prerequisites must be shown in a personal interview.

PHYS. S 101.—Vector Analysis. (2 points)

Hours to be arranged; Freeman 102.

A lecture course of one hour daily. The topics treated will be: Scalar and vector products, scalar and vector functions of position in space and linear vector functions.

PHYS. S 102.—Analytic Mechanics. (2 points)

Hours to be arranged.

The course will embrace the following topics: statics of s particle; static of a rigid body; kinematics; kinetics; friction; elastic bodies; vibrations and waves.

PHYS. S 205.—Physical Optics. (2 points)

Hours to be arranged.

A lecture course of one hour each day. The following topics will be discussed: Vibrations and waves, interference, diffraction, polarization, elements of spectroscopy, the electromagnetic theory of light, the optics of x-rays.

PHYS. S 215.—Vibrations of an Elastic Solid Such as the Earth. (2 points)

9. Freeman 103. DR. HERZFELD.

A lecture of one hour per day.

PHYS. S 216.—Introduction to Theoretical Physics. (2 points)

(Text: Slater & Frank. Chap. XXV-end.)

10. Freeman 103. Dr. Herzfeld.

PHYS. S 217.—Seminar on Current Topics. (2 points)

Two hours per week. Dr. Herzfeld.

SOCIAL STUDIES

POL. S 13.—Economics, I. (2 points)

9 A.M.; Hughes 16. Dr. Deshel.

Its relation to ethics. Method employed by the science. Schools: Liberal, Socialist, Catholic, Historical. Wealth, value, price. Production. Factors of production: Nature, labor, capital. Exchange, Money. Money and prices. Inflation and contraction. Depreciation. Credit. Consumption of wealth. Rent. Interest, profits, wages.

POL. S 14.—Economics, II. (2 points)

(Prerequisite: POL. S 13.)

10 A.M.; Hughes 16. Dr. Deshel.

This course embraces a series of lectures on the following subjects:

1. *Banking.*—History. Kinds of banks in the United States. Their nature and functions.

2. *Commerce.*—Domestic and foreign trade. Causes and advantages of exchange. Mechanisms of exchange. Tariffs. Proctection and free trade.

3. *Transportation.*—Railroads; growth; groups; charges; alleged evils. Interstate Commerce Commission. Government regulation. Government ownership.

4. *Corporations.*—Trusts. Advantages and disadvantages of larger corporations. The trust problem.

5. *Government Revenue.*—Sources. Taxation: Kinds; incidence and shifting of taxes, principles of taxation. Public debt.

6. *Insurance.*—History. Nature and advantages. Theory. Kinds of insurance. Industrial insurance. Compensation laws.

POL. S 16.—Economic History of the United States. (2 points)

12 M.; Hughes 7. Fr. Burke, S.J.

The division of the subject is as follows: Early settlements in the new world. Physical geography. Colonial times. The colonial policy of England. The Revolution and its economic causes. Financing of the Revolutionary War. Banking in the United States. The Westward movement—its causes and effects. Commerce. Industries. Labor.

POL. S 20 - S 21.—General Sociology. (4 points)

11 A.M.-1 P.M.; Hughes 4. Dr. Arent.

This course has been prepared for those who are beginning the study of sociology. The matter comprises the elements, together with some of the more important phases of social life. For convenience, the course is divided into four parts. Part I introduces the student to conceptions of society and sociology consistent with the tenets of Scholastic metaphysics and kindred branches of knowledge. In Parts II and III the student is led on to the basic materials of society and culture. Social life is discussed with particular reference to associations, institutions and groups, the social and cultural heritage, heredity and environment, spatial and social mobility and fundamental processes of social interaction. Part IV, entitled social change and social control, seeks to interpret trends and reveal the various types of forces supporting the social structure.

POL. S 30.—The Municipal Government of New York City. (2 points)

11 A.M.; Hughes 14. Mr. Casey.

This course gives a comprehensive survey of the Municipal Government of New York City. The executive, legislative and judicial bodies are examined. The New City Charter, Proportional Representation, etc., are studied.

POL. S 40.—Economic Geography. (2 points)

10 A.M.; Hughes 4. Dr. Arent.

A comprehensive survey of the earth as it affects the production and distribution of food. Sources of raw materials and power for major industries. Centers of population, the effects of climate, etc. The course aims to give a background for an understanding of world trade.

POL. S 60.—Labor Principles and Problems. (2 points)

9 A.M.; Hughes 7. Fr. O'Neill, S.J.

The Wage System; the Trend of Wages in U. S. A.; the Competitive Theory of Wages; the Minimum Wage; Types of Labor Organizations; the Nature and Origin of Collective Bargaining; Collective Bargaining and its Effects on Production; the Philosophy of the Shorter Workday; the Social, Economic and Political Policies of the A. F. of L. and the C. I. O.; the Social Aspects of the Closed Shop as a Union Device; Recent Labor Legislation in United States.

In the analysis of the above, special emphasis will be given to the encyclicals, "On the Condition of Labor" (Rerum Novarum), and "After Forty Years" (Quadragesimo Anno), for their social, ethical and economic theories in present day labor problems.

POLITICAL PHILOSOPHY AND THE SOCIAL SCIENCES

Conference hours

Father Millar, S.J., *Head of Department*, 10-11.
Dr. Potts, 2-3.
Dr. Baerwald, Mr. Leen, by appointment.

Prerequisites: The department requires of all prospective students in the fields under its jurisdiction a content of preliminary preparation aggregating twenty credits. Of this total a minimum of twelve credits must fall definitely within the field of the student's proposed major specialization. The remaining eight credits may be alternatively supplemented by acceptable courses in the other social sciences. The entire preliminary content must constitute a reasonably integrated and fairly comprehensive whole, and must be approved by the student's major professor.

I. POLITICAL HISTORY AND THEORY

POL. S 320.—Seminar: A Discussion of the Social and Political Doctrines of the Papal Encyclicals. (2 points)

11. Keating 109. Father Millar, S.J.

The authoritative teachings of the great Encyclicals of Leo XIII, and of Pius XI, together with that of Pius X on the Sillon, will be discussed in their bearing on the present social and political problems, with a view to ascertaining definitely what in the actual concrete trends of social and political thought comes within their condemnation; and their constructive doctrine will be examined against the background of Catholic tradition, with a view to its practical application to the social and political problems that now confront us.

POL. S 317 - S 318.—Reading and Research in the Field of Poltical History and Theory.

During all the sessions of the University, and in the intervals between them, special assignments adapted to the present needs of individual students, under the regular direction and supervision of the staff, may be arranged for with the approval of the Department Faculty Committee. The credit allowance, if any, for such work to be determined in each case by such committee. The purpose of these courses is systematically and critically to direct the efforts of the students in developing a comprehensive, well coördinated and discerning study of the designated subject-matter or a major segment thereof. The method of procedure contemplates original research, the comparison, interpretation and evaluation of factual data, the summarization of results by means of periodic precis, conference, and discussion.

II. LAW AND GOVERNMENT, AND INTERNATIONAL AFFAIRS

A. LAW AND GOVERNMENT

POL. S 133.—Pivotal Problems of Law and Government in the United States. (2 points)

11. Keating 107. Dr. Potts.

It is the purpose of this course to survey comprehensively the rapidly changing contemporary situation in the United States, with a view to (a) identifying the central instant problems in the fields of law and government which are pressing for solution; (b) discovering the causation which underlies them; (c) discussing critically and constructively their alternative potential solutions.

POL. S 329 - S 330.—Reading and Research in the Field of Law and Constitutional Government.

Cf. POL. S 317 - S 318 above.

B. INTERNATIONAL AFFAIRS

POL. S 191.—Contemporary World Problems. (2 points)

1. Keating 107. Dr. Potts.

It is the purpose of this course to examine critically, against their contemporary background, a selected group of current world problems. The present situation in the Far East, the developing crisis in Central Europe, and the international implications of the Spanish Civil War will constitute the subjects of major emphasis and consideration.

POL. S 395 - S 396.—Reading and Research in the Field of International Affairs.

Cf. POL. S 317 - S 318 above.

III. ECONOMICS

POL. S 153.—The National Income. (2 points)

9. Keating 109. Dr. Baerwald.

It is the purpose of this course to investigate the economic problems underlying the distribution of wealth. This includes an analysis of the concepts of national wealth, the allocation of distributive shares, and of the conditions determining the rate of wages, interest and rent leading to a discussion of suggested methods to increase the national income and redistribute wealth.

POL. S 154.—Current Trends in Economic Theory. (2 points)

10. Keating 109. Dr. Baerwald.

It is the purpose of this course to introduce the student to the present time trends of economic analysis. Novel theories on money, investment, and employment will be discussed with a view to discovering their positive contributions to our actual economic problems.

POL. S 349 - S 350.—Reading and Research in the Economic Field.

Cf. POL. S 317 - S 318 above.

IV. SOCIOLOGY

POL. S 178.—Labor Groups. (2 points)

9. Keating 107. Mr. Leen.

An analysis of labor groups. The presentation will progressively develop: types of labor groups; their history and place within the present social structure; problems of leadership and methods of coöperation; collective bargaining, collective agreements and industrial peace; labor boards and recent labor legislation in the United States.

POL. S 179.—Sociological Concepts. (2 points)

10. Keating 107. Mr. Leen.

A systematic study of key concepts through a survey of standard works and periodical literature in the field. Attention throughout will be focussed upon clarity of meaning and with special reference to primary social concepts.

POL. S 371 - S 372.—Reading and Research in the Field of Sociology.

Cf. POL. S 317 - S 318 above.

EXPERIMENTAL AND APPLIED PSYCHOLOGY

Conference Hours

Father Summers, S.J., *Head of Department*, 11-12.

Prerequisites: Students of this department who wish to major in theoretical and experimental psychology must present to the Faculty Committee evidence of a minimum of twelve semester hours credit in undergraduate psychology and philosophy and eight semester hours credit from a satisfactory combination of undergraduate studies in education, the social and positive sciences. Majors in Clinical Psychology, in Child Psychology and in Guidance may present six semester hours credit in psychology and philosophy and fourteen semester hours credit in education, the social and positive sciences.

PSYCH. S 107.—Systematic Psychology. (2 points)

11. Keating 205. Lecturer to be announced.

The object of this course is to orientate the graduate student in the work of this department. The course will consist of lectures and demonstrations in which the Scholastic tradition and neo-Scholastic doctrines in psychology will be evaluated in the light of modern empirical and experimental research. The topics treated will be sensation, perception, instinct, conative activity, volition, the substantiality, spirituality and immortality of the human soul.

PSYCH. S 117 - S 118.—Experimental Psychology, I. (4 points)

1. Keating 319. Dr. Kubis and Assistants.

A laboratory course which parallels the didactic work in PSYCH. 107. The work will consist of a selected number of typical individual and group experiments in sensation, perception, reaction time, attention, memory, learning, thought and volition.

PSYCH. S 119.—Child Development. (2 points)

10. Keating 110. Lecturer to be announced.

Systematic representation of the developmental phases from birth to the beginning of adolescence. In the course of a survey of the more important child studies, the development of motor activity, social reactions, play, learning and intelligence will be discussed from the viewpoint of the characteristic of each development level. The theoretical presentation will be supplemented by practical application to nursery, kindergarten and elementary school phases. Lectures will be further supplemented by demonstrations and training in observational techniques.

PSYCH. S 137.—Psychology of Adolescence. (2 points)

9. Keating 219. Father Bunn, S.J.

The physical, physiological and mental changes associated with adolescence. Interests and ideals. Social tendencies, problems and adjustments. Factors in youthful skepticism. Instincts, impulses, will-training, and religious education. Causes of psychological abnormalities and delinquencies.

PSYCH. S 111.—Psychology of Character and Personality. (2 points)

12. Keating 219. Dr. Reiman.

The presentation of the modern theories of habit and habit formation are compared with the philosophical and scholastic theories of habit in their application to motor, emotional, intellectual and volitional activities. This presentation clarifies the differentiation between personality and character and includes the results of modern research on the relation of constitutional and physiological types to disposition, temperament, and psychological dominance. The lectures include an evaluation of personality and character tests and an outline of a sound program of character education.

PSYCH. S 129.—History, Principles, Problems and Procedures of Guidance. (2 points)

11. Keating 206. V. Waldron.

The principles of vocational and educational guidance for teachers and counselors in junior and senior high schools. The topics to be treated will include: counseling techniques, exploratory and try-out courses, occupations, classes, cumulative records, occupations information, follow-up methods and case studies in guidance.

PSYCH. S 131.—Occupational Analysis. (2 points)

9. Keating 206. Mr. Gallagher.

Trends in vocational guidance. Guidance service standards in secondary schools. Occupational monographs. Labor department reports. Analysis of occupational census data. School courses in occupational information. Sources of jobs and workers. Intelligence and occupational success. Personnel office practice. Placement. Tests for skilled and semi-skilled occupations. Office workers, and professions. Labor law trends. Pseudo guidance.

PSYCH. S 139.—Industrial Psychology. (2 points)

10. Keating 206. Mr. Gallagher.

This course is supplementary to the course on Occupational Analysis. Behavior patterns. Neural patterns. The nature, distribution, and origin of individual differences. Prediction of individual behavior. Interpreting the actions of others.

TOP ..... *Lie Detector*
MIDDLE .. *Experimental Psychology Laborator*
BOTTOM.. *Child Guidance Clinic*

Factors in personal adjustment to others. The acquisition of skill. Industrial fatigue. The effects of noise, temperature, humidity, and dress on personal efficiency. Safety vs. accidents. Psychological bases of selling and advertising. Essentials of leadership. Supervision of workers. Sane labor leadership.

PSYCH. S 133.—Occupational Opportunities and Placement. (2 points)

10. Keating 121. M. Coleman.

Combined lecture and field visits to employment offices. The lectures will consist of a survey of the development of the three employment offices in the United States with special reference to the New York State Employment Service; discussion of the problems arising in the process of placement and some of the solutions to these problems now being used by progressive employment agencies. Visits will be made to different types of employment bureaus in the city.

PSYCH. S 125.—Clinical Tests and Measurements. (2 points)

11. Keating 219. Dr. Reiman.

This course is a prerequisite for all clinical and guidance work. It will treat of the relation of psychometry to clinical diagnosis, the assumptions and clinical applications of psychological tests. Discussion and demonstration of tests commonly employed in clinical practice with special emphasis on the Stanford-Binet and a selected group of performance and diagnostic tests.

PSYCH. S 208.—Psychology of Expression. (2 points)

9. Keating 209. Lecturer to be announced.

Voice, speech, facial and bodily movements as indicators of cognitive and emotional states. Simulated and actual expression. Reliability of expression indicators. Theories of language, gesture and speech. Analysis of language structure. Aphasic disorders. Distorted forms of expression in psycho-pathological conditions. Substitutes for normal expression in the handicapped. Creative expression in art, literature and music.

PSYCH. S 212.—The Psychology of Mysticism. (2 points)

10. Keating 219. Father Summers, S.J.

The records of the orthodox Catholic contemplatives are studied with the object of formulating a definition of mystical experience. Their experience is contrasted with the essential phenomena of retreats, revivals and conversions. The sources of error in modern misconceptions and misinterpretations of valid mystical experience are traced to their sources in Neo-Platonism, Yogism, Buddhism, Mohammedanism, Quictism and materialistic psychology. Rules are evolved for the discernment of the true mystical experience from pathological simulations. Modern attempts to establish psychologies of religion are evaluated in the light of the Catholic doctrine of grace.

RELIGION

REL. S 11.—Popular Apologetics, I. (2 points)

9 A.M.; Hughes 8. Fr. Deane, S.J.

Revelation, natural and supernatural. Miracles and prophecies. The Christian revelation. The Divinity of Christ.

REL. S 12.—Popular Apologetics, II. (2 points)

10 A.M.; Hughes 2. Fr. Mack, S.J.

The institution and end of the Church. The constitution of the Church. St. Peter given the primacy of jurisdiction. The Pope, the successor of St. Peter. The infallibility of the Pope. The marks of the Church. Church and State.

Contents and Methods in Teaching Religion.

Cf. EDUC. S 108 - S 109.

ROMANCE LANGUAGES

UNDERGRADUATE COURSES

Mr. James Kearney, *Program Adviser*

FRENCH

FRENCH S 1.—Elementary French. (2 points)

10 A.M.; Hughes 25. Mr. Pittaro.

No previous knowledge of French required. The course is intended for those wishing to begin the study of French and for graduate students desiring to comply with language requirement for advanced degrees. The instruction is planned so as to enable students to read at sight ordinary French prose and acquire a broad vocabulary. A careful study of the essentials of grammar and syntax will be taken up, together with simple composition. Attention will be paid to correct pronunciation, to the understanding of simple spoken French.

FRENCH S 15.—College French, I.—Practical Review Course. (2 points)

9 A.M.; Hughes 12. Mr. J. Kearney.

This course includes advanced composition, a minute study of grammatical exceptions and idiomatic expressions, with translation of modern authors to serve as a basis for French conversation. In order to assure a common working norm for every student, all Freshmen are required to follow this course.

FRENCH S 16.—College French, II. (2 points)

10 A.M.; Hughes 12. Mr. J. Kearney.

(Prerequisite: FRENCH 15 or equivalent.)

This course is a continuation of FRENCH 15.

FRENCH S 17.—College French, III.—French Classics. (2 points)

10 A.M.; Hughes 14. Dr. Vial.

(Prerequisite: FRENCH 15 and 16 or equivalent.)

Study of the lines of Molière and his place in French literature; reports and discussions with conversations in French based on the text of his best known works.

FRENCH S 18.—College French, IV.—French Classics. (2 points)

(Prerequisite: FRENCH 15 and 16 or equivalent.)

12 M.; Hughes 14. Dr. Chenel.

Study of the lines of Corneille and Racine and their places in French literature; reports and discussions with conversations in French based on the text of their best known works.

FRENCH S 23.—French Romanticism. (2 points)

11 A.M.; Hughes 12. Mr. Calvacca.

A study of the Romantic period of French literature—its poetry, prose and theatre. Special emphasis will be placed on the work of Lamartine, Musset and Hugo.

ITALIAN

ITAL. S 17.—College Italian, III.—The Italian Masterpieces. (2 points)

(Prerequisite: A reading knowledge of Italian.)

12 M.; Hughes 12. Mr. Calvacca.

Selected readings in Dante, Petrarca, Boccaccio, Ariosto, Machiavelli, Castiglione, Tasso, Goldoni, Leopardi, Carducci. Collateral readings and reports.

SPANISH

SPAN. S 1 - S 2.—Elementary Spanish. (4 points)

9-11 A.M.; Hughes 22. Miss Lane.

No previous knowledge of Spanish required. This course is designed for those wishing to begin the study of Spanish and for graduate students wishing to comply with language requirements for advanced degrees. Ability in reading, and the development of a broad vocabulary will be stressed. Fundamentals of grammar and conversation are included in so far as they are conducive to the acquisition of a good reading knowledge of Spanish.

SPAN. S 37 - S 38.—History of Spanish Literature. (4 points)

11 A.M.-1 P.M.; Hughes 22. Miss Lane.

This course covers the more important aspects, movements and authors of Spanish literature from the beginnings, down to the present day.

Methods of Teaching Modern Foreign Languages in Secondary Schools.

Cf. EDUC. S 140 - S 141.

GRADUATE COURSES

Conference hours

Fr. Dumas, S.J., *Head of Department*, 10-11.
Dr. Ausili, 9-10.
Dr. Chenel, 11-12.
Dr. Vial, 9-10.
Fr. Walsh, S.J., 10-11.

Prerequisites: Candidates must have completed successfully twenty-four semester hours courses in French, Italian or Spanish before they may be admitted to graduate study. A minimum of eighteen of these semester hours must have been devoted to the language selected as the major. It is possible, in individual cases and for exceptional reasons, for the course work in allied fields to be accepted as part of the requisite hours, when the Dean judges this advisable.

FRENCH

FRENCH S 119.—French Literature of the Henry IV Period. (In French or in English.) (2 points)

10. Keating 204. Dr. Chenel.

La litterature de la nonchalance. A comprehensive view of the transition from approximately 1590 to 1615. The original character of this period, between the Renaissance and the beginning of Classicism proper with Malherbe, will be studied in the following authors and topics: Saint Francois de Sales and his *Introduction a la Vie Devote*, Montchrestien and Tragedy, Mathurin Regnier and his Satires, Honore d'Urfe and his novel, *L'Astree*, the political satire, *La Satire Menippee*, along with the minor authors: Desportes, Bertaut, Vauquelin de La Fresnaye.

FRENCH S 130.—Montaigne. (In French or in English.) (2 points)

11. Keating 204. Dr. Vial.

The author's physical and moral traits as revealed in the *Essais* and in the *Journal de Voyage*. His ideas: Epicureanism, Stoicism, Scepticism, Naturalism, Tolerance; the philosophical origins of these ideas, their literary expression, their relations with the ideas of the French and Italian Renaissance, and their influence, particularly on XVIIIth century thought. Montaigne's theories on education compared with Rabelais'.

FRENCH S 195.—The Dumas Theatre. (In French or in English.) (2 points)

9. Keating 204. Fr. Dumas, S.J.

The evolution of the French theatre from the Romantic to the Naturalist as shown by father and son. Alexandre Dumas, père, and his prodigious writings, his action portrayal and his *don du theatre*, in spite of literary lacunae, as exemplified especially in *Henri III et sa Cour*, *Antony*, and *La Tour de Nesle*. Alexandre Dumas, fils, as symbolist and innovator of the modern theatre, illustrating the Naturalist movement in his plays: *La Dame aux Camelias*, *La Question d'Argent*, *Les Idees de Madame Aubray*, etc.

ITALIAN

ITAL. S 129.—Dante: Minor Works in Italian. (2 points)

9. Keating 208. Fr. Gerald Walsh, S.J.

This course will study the *Vita Nuova*, the *Rime* and the *Convivio* with reference to the various influences, personal and political, literary and intellectual that shaped the development of the poet's life, thought and art in the period preceding the writing of the *Divina Commedia*.

ITAL. S 143.—Tasso: Gerusalemme Liberata. (2 points)

10. Keating 208. Dr. Ausili.

Introductory lectures on the life and times of Tasso will be followed by a study of the artistic characteristics, peculiarities and significance of his epic. A great part of the "Gerusalemme Liberata" and selections from the minor works will be read and discussed.

ITAL. S 157.—Manzoni: I Promessi Sposi. (2 points)

11. Keating 208. Dr. Ausili.

An analytical study of Manzoni's masterpiece, with particular stress on the religious, linguistic and æsthetic significance of the novel.

SCIENCE

SCI. S 1 - S 2.—General Science, I and II. (4 points)

11 A.M.-1 P.M.; Thebaud 1. Dr. Conroy.

A general study of matter and energy relative to physics, chemistry and biology. The following subjects are considered: the structure of matter. The elements. Common inorganic and organic compounds. States of matter. Laws governing matter as a gas, a liquid, or as a solid. Use of matter as a gas, liquid, or solid, by man. How water serves man. Electricity in the service of man. Clothing: source and care. Light in the service of man. Life on earth. Diseases and how we fight them. Contributions of science for the conservation of health. Weather and climate, etc.

SCI. S 23 - S 24.—Physiology and Hygiene, I and II. (4 points)

9-11 A.M.; Thebaud 2. Miss Jones.

This course includes a general study of the structure and functions of the skeletal, muscular, digestive, circulatory, respiratory, excretory, reproductive and nervous systems. Also a general survey of the scientific knowledge relative to the health of the individual and the community. Hygiene of nutrition, exercise and rest. Study of the important part taken by air, water, soil, food bacteria, in relation to health.

SCI. S 71.—Food and Nutrition. (2 points)

11 A.M.; Thebaud 2. Miss Jones.

In this course, the essentials of an adequate diet for individuals and groups of different ages and different conditions of health and activity will be discussed. Special

emphasis will be placed on dietary needs of the growing child and the ways in which the parents or teacher who has a working knowledge of nutrition can contribute to the health and well-being of children by the practical application of the principles of nutrition to daily living. It will be equally helpful to elementary and high school teachers and teachers in continuation schools.

Health Education.

Cf. EDUC. S 112.

(For other science courses, look under Biology, Chemistry and Physics.)

SPEECH

MR. GLASGOW, *Program Adviser*

All candidates for a degree must take SPEECH 1 and 2. Students, who in the judgment of the Department need further Speech work, may be required to take other courses in SPEECH without credit.

Major in Speech: Students who wish to major in Speech must take SPEECH 1 - 2; 4 - 5; 10 - 11; 21; 30 - 31; and ENG. 19. Other courses in Speech are to be taken under the direction of the Program Adviser.

SPEECH S 1.—Voice and Diction, I. (2 points)

(Voice recording fee, $1.00.)

9 A.M.; Dealy 1. MR. GLASGOW.

A course for the development of proficiency in the use of the voice and speech mechanism. Skill in the control of the speech organs for facility and accuracy in enunciation, and good vocal quality. Modulation, resonance, volume, inflection, phrasing and other speech attributes will be applied to the expression of ideas. Word pronunciation and careful attention to indistinct speech, lisping, and dialects will constitute part of the procedure.

SPEECH S 3.—Remedial Course. (No Credit)

(Prerequisite: SPEECH 1 or 2 or equivalent. Voice recording fee, $1.00.)

11 A.M.; Dealy 1. MR. GLASGOW.

This course is designed for students who wish intensive training for the improvement of functional or organic defects. Exercises and drill procedures will be prescribed for specific difficulties—lisping, nasality and foreign accent—according to the needs of individual students.

SPEECH S 4.—Speech Correction. (2 points)

(Prerequisite: SPEECH 1 and 2.)

10 A.M.; Dealy 1. MR. GLASGOW.

The cause and treatment of speech defects. Remedial methods for slovenly enunciation, lisping, lallation, hoarseness, nasality, aphonia, and stuttering. The physics of sound will be applied to voice production and hearing. Demonstrations in the use of testing apparatus for speech diagnoses. Recommended for teachers and all speech students.

SPEECH S 33.—Principles of Acting. (2 points)

12 A.M.; Dealy 1. MR. GLASGOW.

Intensive training for the development of attitudes and habits that are essential to good acting. Stage control of the mind, emotions and body. Requisites of speech and voice. Projection of characterization, emotional memory, æsthetic distance, empathy, imagination and similar features will be discussed and used as part of the class procedure. The material will consist of text-books and scenes from short plays.

SPEECH S 40.—Public Speaking, Elementary Course. (2 points)

10 A.M.; Dealy 4. Mr. Casey.

An intensive practical course for clergymen, teachers, law students and others who are interested in the equipment necessary for meeting an audience in business, social and professional situations. The essentials of oral expression, emphasis, pausing, phrasing, modulation and tempo in reading and speaking. Formal exercises to exemplify tone types in speaking, and understanding and appreciation in oral reading. Formal and informal speeches. Extempore speaking. The principles of gesture. A study of devices to secure effectiveness in public speaking, personality, self-confidence, enthusiasm, attention, interest, action. The technique of the microphone. Effective radio speaking. Drills and individual practice at each lesson.